

LIBERAL ARTS TEACHER EDUCATION CONCENTRATION

## **TEACHER EDUCATION HANDBOOK**

LYON COLLEGE TEACHER EDUCATION

Lyon College  
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# **2011 – 2012**

## Table of Contents

Page	Content
3	Welcome Letter
4	Faculty Contact Information
5	Conceptual Framework
6-7	Mission, Vision Statement, Conceptual Framework Expanded
8	Admission Requirements
9-11	P-4 Early Childhood Education Major
12-24	Secondary Education Concentration
25-28	Portfolio Requirements
29	Checklist and Timeline
30-32	LATEC Internship Interview
33-36	The Student Internship
37-39	Suggestions for Your Mentor / Suggested Sequence
40-43	Student Internship Expectations
44	Completion of Program and Licensure / Exit Interview
45-47	The Pathwise Model
48-52	Lyon College/Arkansas Principles for Preparation of Teachers
53	Grievances / Termination of Placement
54	Appendices
55	Student Internship Contract
56	Guidelines Covering Ethical Practices
57	Student Internship Schedule
58-59	Lyon College Pathwise Lesson Plan Model
60-61	Pathwise Class Profile
62-79	Pathwise Evaluation Forms—Intern and Practicum
80	Weekly Conference Forms
81	Student Intern Record of Teaching Hours
82	Contact Form
83-94	Mentor Final Evaluation of Intern and Program
95-96	Candidate Recommendation Form
97-104	Arkansas ACT 703 concerning Child Abuse and Arkansas Code of Ethics for Teachers
105-112	Addendum: Specialized Evaluations

## *Lyon College Teacher Education*

Dear Future Teacher:

Welcome to Teacher Education at Lyon College! I hope you will find it an exciting place to be. Lyon College has reshaped the traditional way of preparing teachers. Our program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE), requires teacher education students to complete a major in one selected from most of the liberal arts disciplines while also pursuing their education studies. The mission of the Lyon College teacher preparation program, developed with colleagues from our partnership school districts is: "The Education of the Whole Person BUILT on the foundation of Liberal Arts."

As you progress through the program you will develop competence by gaining expertise in a content area and then build on that by learning about education theory and its application. You will work with faculty, mentor teachers, children, and your fellow students to learn how to teach.

This handbook was designed to provide you with information you will need regarding our policies, procedures, and requirements. Please keep this handbook as a reference throughout the program. If you have questions, please contact your education advisor or the Director of Teacher Education.

The faculty and staff are pleased you are here, and we want your experience to be a positive one. We look forward to helping you become a teacher who goes out and makes a difference!

Blessings,

*Kathy Pillow-Price*

Kathy Pillow-Price, Ed.D

Director of Teacher Education

## Liberal Arts Teacher Education Program Faculty and Staff

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### Liberal Arts Teacher Education Committee

The Teacher Education Program at Lyon College values its strong relationship with surrounding school districts. These strong relationships give us significant input from school-based practitioners into the work of the Liberal Arts Teacher Education Committee. This committee serves as a policy-making and advisory group for the Lyon College Teacher Education Program.

### Partner School Districts

Lyon College places candidates with qualified mentor teachers in three partner school districts: *Batesville, Southside and Cave City*. Lyon will consider placing candidates in other districts if a Pathwise-trained or otherwise experienced teacher is available to collaborate and an agreement can be reached with the district.

The student internship experience is the culminating activity for teacher education candidates. The application in the classroom of methodology and learning theory is for many the highlight of their college years of coursework. ***The time spent with mentor teachers is invaluable*** in providing models that will be the basis for developing individual philosophies and personal conceptions of what education for all children ought to be.

# LYON COLLEGE

## CONCEPTUAL FRAMEWORK *for* TEACHER EDUCATION

*The Education of the Whole Person BUILT  
on the Foundation of Liberal Arts*

**B**E wise consumers of  
education research

**U**NDERSTAND and address inequities in  
the classroom as they relate to race,  
gender, and social class

**I**NSTRUCT using technology skills

**L**EAD in the continuous improvement  
of schools

**T**EACH effectively at the appropriate instructional  
level

## THE LIBERAL ARTS FOUNDATION

*Lyon College teacher education candidates should be  
liberally educated and take liberal arts knowledge, skills  
and dispositions into the classroom.*

# LYON COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

## Our Mission

*“The Education of the Whole Person **BUILT** on the Foundation of Liberal Arts”*

## Our Vision

We believe that each child, regardless of gender, race, creed, family background or socioeconomic status, has a right to be taught by a qualified teacher, a teacher who can help each child become all he or she can become. Our intent is to create a program for teachers that will bring that vision into practice.

## Grounding the Vision

Our vision is grounded in the principles that follow:

1. Qualified Teachers Need a Liberal Education.

Sharing the NCATE vision of qualified teachers, Lyon College insures that its graduates, who become licensed teachers, have completed a liberal education by requiring them to major in a liberal arts discipline while completing a liberal general education program. We believe that liberally educated people are, as the college mission states, “thoughtful, inquisitive, critical and creative” men and women with ingrained “habits of reasoned thought,” and virtues of “honesty, fairness, and respect” for others. Lyon wants candidates with these dispositions to become teachers and future leaders in our schools.

2. Qualified Teachers Need Pedagogical Skill.

Evidence shows that subject matter knowledge is not enough for effective teaching. Teachers must also understand and be able to apply the growing knowledge base of pedagogy. Accordingly, the heart of our teacher education program is a series of observation, participation, and internship experiences that will prepare better practitioners.

3. Qualified Teachers Need to Model and Encourage Critical Thinking.

Learning to think critically enables children to become responsible citizens able to respect differing points of view and to appreciate the contributions of diverse peoples. Liberally educated teachers provide children with an academic foundation that cultivates their critical thinking skills.

## Conceptual Framework Expanded

### INTRODUCTION

To facilitate excellence in teaching, the Lyon College Teacher Education program seeks to provide an environment conducive to the preparation of competent, qualified teachers for today's schools. The model is "**the education of the whole person**" based on the foundation of the liberal arts. The Education program supports the mission of the College in its endeavors to develop creative and thoughtful leaders.

Lyon College graduates of teacher education concentrations and the Early Childhood Major will achieve the following outcomes:

- 1. *Be wise consumers of educational research by***
  - a. Applying current research to improve teaching and learning
  - b. Using research to make data-based decisions
  - c. Designing, conducting and communicating the results of their own studies
- 2. *Understand and address inequities in the classroom, as they relate to race, gender, and social class by***
  - a. Teaching in culturally relevant ways that affirm every students capacity to learn
  - b. Creating classroom learning environments that provide all students opportunities to learn
  - c. Using a variety of approaches to assessment of learning
- 3. *Instruct using technology skills by***
  - a. Identifying, using and assessing instructional technology
  - b. Developing in students the ability to use instructional technology
- 4. *Lead in the continuous improvement of schools by***
  - a. Communicating well with students, parents, and community members
  - b. Working sensitively with diverse students, parents, and community members
  - c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams
- 5. *Teach effectively at the appropriate instructional level by***
  - a. Identifying students' developmental levels
  - b. Applying a knowledge of child and adolescent growth and development at the appropriate instructional level
  - c. Using a variety of teaching/learning strategies at the appropriate developmental level
- 6. *Be liberally educated and take liberal arts knowledge, skills and dispositions into the classroom by***
  - a. Demonstrating proficiency in reading, writing, speaking
  - b. Having a general knowledge of several liberal arts disciplines and by being able to integrate their content into lessons they teach
  - c. Demonstrating intellectual ability in a liberal arts major
  - d. Fostering critical and creative thinking in their students
  - e. Demonstrating ethical professional behavior
  - f. Demonstrating enthusiasm for teaching and learning
  - g. Fostering a love of lifelong learning

## Acceptance into Student Internship Lyon College Teacher Education Program

### Admission Requirements

Requirements for admission to the Liberal Arts Teacher Education Concentration (LATEC)

There are three transition points in the teacher education program at Lyon College.

Pre Admission Requirements – <b>Transition One</b> – Enrolling for Practicum I and II
<p>Requirements:  Documentation of a 2.5 GPA from Lyon or a Transfer Institution  Passing scores on all parts of Praxis I</p> <p>Recommendations:  Formal declaration of education as a major or added concentration  Completion of EDU 202 Overview of Teaching (or comparable transfer course) with a C or better grade</p>

Admission to Internship – <b>Transition Two</b> – LATEC Interview	
The following materials are to be assembled and turned in electronically prior to the admission to internship interview and will be stored by Lyon with the Senior e-portfolio submission.	
Application for Internship Admission and Student Information Form	
Philosophy of Education Statement from EDU 202 or from transfer students a typed statement explaining why you want to be a teacher	
Electronic Copy of Praxis I scores	
Video sample of student instructing children of appropriate age and in an appropriate field of study	
Three candidate recommendation forms – will be submitted on Survey Monkey by references	
Three graded Pathwise lesson plans from Practicum I and II	
Lyon Transcript documenting <u>at least</u> a 2.5 cumulative GPA  **Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching	<i>Note: Admission to Internship and completing the program will require a 2.5 LYON GPA in which transferred credits will not be included in the GPA calculation. Students not obtaining 2.5 Lyon GPA may request an interview for admission to internship upon obtaining a 2.5 LYON GPA.</i>

**Students who meet these criteria and who are approved by LATEC through an interview process will be admitted to the Senior Year Internship Program.**

Exit from Program - <b>Transition Three</b> – Internship Materials
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## P-4 EARLY CHILDHOOD MAJOR CURRICULUM

### The Early Childhood Education Major (P-4)

The Early Childhood Education major at Lyon is designed to prepare students to be effective, committed, caring teachers on the early childhood level. Through a course of study grounded in the liberal arts, the major, which is taken concurrently with a liberal arts major, fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children. Students wishing to major in Early Childhood Education must be formally admitted by the Liberal Arts Teacher Education Committee. Students interested in early childhood licensure may choose from some of the liberal arts majors offered at Lyon to accompany this major.

### Requirements for a Major in Early Childhood Education

PSY 101	Introduction to Psychology	3 credits
EDU 202	Overview of Teaching	3 credits
EDU 215	Survey of Early Childhood Education	3 credits
PSY 339	Learning & Cognition	3 credits
EDU 325	Practicum I	1 credit
EDU 326	Practicum II	1 credit
EDU 335	Educating Diverse and Exceptional Learners	2 credits
PSY 310	Child & Adolescent Development	3 credits
EDU 324	Children's Literature	3 credits
HIS 366	Arkansas in the United States	3 credits
EDU 461	Methods of Integrating Liberal Arts into Early Childhood: Literacy and Social Studies	2 credits
EDU 462	Methods of Integrating Liberal Arts into Early Childhood: Mathematics and Science	2 credits
EDU 463	Methods of Integrating Liberal Arts into Early Childhood: Visual and Performing Arts	2 credits
EDU 495	Student Internship*	8 credits (4+4 in F,S)

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics such as:

Creating a Learning Environment; Instructional Materials, Media, and Technology; Curriculum Development; Instructional Strategies; Constructive Assessment; Character Education; Educational Foundations; First Aid/Wellness/Crisis Intervention; Exceptional Children; Multicultural Education; and School Law

**Total Credits**

**39 credits**

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

*NOTE: It is highly recommended that students take no more than **two 3- or 4-hour** academic courses in addition to education courses during the senior year. Students should plan their curricula accordingly in preparation for their senior year.*

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**B.A. Early Childhood Education: P-4**

**CORE CURRICULUM: (48-51 credits)**

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<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 and _____3		101 and 102	FRN, SPN, or FGN

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**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

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**Approved by:**

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

2<sup>nd</sup> Major Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_

### The Early Childhood Major (P-4)

The Early Childhood Education major at Lyon is designed to prepare students to be effective, committed, caring teachers on the early childhood level. Through a course of study grounded in the liberal arts, the major, which is taken concurrently with a liberal arts major, fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children.

#### Requirements for a Major in Early Childhood Education

	Course Number	Course Name	Credits	Semester Offered Indicate Year
	PSY 101	Introduction to Psychology* (can satisfy core requirements)	3	F, S
	EDU 202	Overview of Teaching	3	F
	EDU 215	Survey of Early Childhood Education	3	S
	EDU 324	Children's Literature	3	S
	EDU 325	Practicum I	1	F
	EDU 326	Practicum II	1	S
	HIS 366	Arkansas in the United States	3	
	PSY 310	Child and Adolescent Development	3	F
	PSY 339	Learning & Cognition	3	S
	EDU 335	Educating Diverse and Exceptional Learners	2	F
	EDU 463	Methods of Integrate L.A. – Creative, Perform Arts, Wellness	2	S (Jr. Year w/ Practicum II)
	EDU 461	Methods of Integrate L.A. - Literacy and Social Studies	2	F
	EDU 462	Methods of Integrate L.A. – Math/Science	2	F
	EDU 495	Student Internship**	8	8 credits (4+4 in F,S)

**Total**

**39 credits**

\*\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics. In order to receive a final grade on the internship, students must submit scores for Praxis II.

**Student's other major is:** \_\_\_\_\_

**(Courses for other major will be attached on separate sheet as an addendum.)**

## The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

### Requirements for a Concentration in Secondary Education

PSY 101	Introduction to Psychology	3 credits
EDU 202	Overview of Teaching	3 credits
PSY 339	Learning & Cognition	3 credits
EDU 325	Practicum I	1 credit
EDU 326	Practicum II	1 credit
EDU 335	Educating Diverse and Exceptional Learners	2 credits
PSY 310	Child and Adolescent Development	3 credits
EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
EDU 495	Student Internship*	8 credits (4+4 in F,S)

**TOTAL = 27 credits**

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics such as:

Creating a Learning Environment; Instructional Materials, Media, and Technology; Curriculum Development; Instructional Strategies; Constructive Assessment; Character Education; Educational Foundations; First Aid/Wellness/Crisis Intervention; Exceptional Children; Multicultural Education; and School Law

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

*NOTE: It is highly recommended that students take no more than **two 3- or 4-hour** academic courses in addition to education courses during the senior year. Students should plan their curricula accordingly in preparation for their senior year.*

### SAMPLE COURSE ROTATION

Year	Fall Semester	Spring Semester
<b>Freshman</b>	PSY 101	EDU 202
<b>Sophomore</b>	EDU 202—if not taken during freshman year Major courses	Major courses
<b>Junior</b>	EDU 325 PSY 310 EDU 335	EDU 326 PSY 339 EDU 404
<b>Senior</b>	EDU 495 *Content-specific methods	EDU 495

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**ART MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 <b>and</b> _____3		101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

### Requirements for a Concentration in Secondary Education

___	PSY 101	Introduction to Psychology	3 credits
___	EDU 202	Overview of Teaching	3 credits
___	PSY 339	Learning & Cognition	3 credits
___	EDU 325	Practicum I	1 credit
___	EDU 326	Practicum II	1 credit
___	EDU 335	Educating Diverse and Exceptional Learners	2 credits
___	PSY 310	Child and Adolescent Development	3 credits
___	EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___	EDU 495	Student Internship*	8 credits (4+4 in F,S)
<b>TOTAL = 27 credits</b>			

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

### Major

**36 Credits**

___	3 ___	ART 101	Introduction to the Visual Arts
___	3 ___	ART 110	Drawing Studio I
___	3 ___	ART 120	Two-Dimensional Design
___	3 ___	ART 212	History of Western Art I
___	3 ___	ART 213	History of Western Art II
___	3 ___	ART 232	Painting Studio I
___	3 ___	ART 490	Senior Project
___	15	<b>Five Art Electives</b>	

### Teaching Field Requirements for ART Majors:

#### Required by the state for licensure:

\_\_\_ 2 ART 302 Methods of Teach Art

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in:** Art History and Global Traditions; Art Criticism and Aesthetics; and Content of Works of Art/Art Making – Drawing, Painting, Printmaking, Sculpture, Ceramics, Crafts, Digital Media and Elements and Principles of Design

**NOTE: More information about the required Praxis II exams for Art can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)**

### Approved by:

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**ENGLISH MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 <b>and</b> _____3		101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110*	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

## Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
<b>TOTAL = 27 credits</b>		

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

### Major 33 Credits plus teaching field requirements

___	3	ENG 110*	Introduction to Western Literature
___	3	ENG 290	Survey of British Literature I
___	3	ENG 291	Survey of British Literature II
___	3	ENG 330	American Literature I
___	3	ENG 331	American Literature II
___	3	ENG 363	Advanced Composition

### \_\_\_ 15 Electives in English+ (See notes below)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* This course may also be used to satisfy Core requirements.

+At least 9 credits must be above the 200 level.

There is a limit of two 200-level elective courses and three credits must be at the 400 level.

Six credits may be taken in foreign language above the 100-level.

### Teaching Field Requirements for English Majors:

**Required by the state for licensure:** \_\_\_ ENG 320 Methods of Teaching English

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in:** Language/Linguistics, Composition/Rhetoric, and Literature and Understanding Texts. (It is recommended that English majors complete Advanced Grammar to properly prepare for this exam.)

**NOTE: More information about the required Praxis II exams for Art can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)**

### Approved by:

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_



Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**HISTORY MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 <b>and</b>	_____3	101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

**Requirements for a Concentration in Secondary Education**

___	PSY 101	Introduction to Psychology*	3 credits
___	EDU 202	Overview of Teaching	3 credits
___	PSY 339	Learning & Cognition	3 credits
___	EDU 325	Practicum I	1 credit
___	EDU 326	Practicum II	1 credit
___	EDU 335	Educating Diverse and Exceptional Learners	2 credits
___	PSY 310	Child and Adolescent Development	3 credits
___	EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___	EDU 495	Student Internship*	<b>8 credits (4+4 in F,S)</b>

**TOTAL = 27 credits**

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

**Major****36 Credits**

___	3	HIS 101	The United States I
___	3	HIS 102	The United States II
___	3	HIS 201	Western Civilization I*
___	3	HIS 202	Western Civilization II*
___	3	HIS 480	Senior Seminar
___	3	One U.S. History courses (300 level or above)	
___		_____	_____
___	12	Four Non-U.S. History course (300 level or above)	
___		_____	_____
___		_____	_____
___		_____	_____
___	6	Two additional History courses (300 level or above)	
___		_____	_____
___		_____	_____

**Teaching Field Requirements for SOCIAL STUDIES:****Required by the state for licensure:**

\_\_\_ 3 Arkansas History                      \_\_\_ 2 HIS 320 Methods of Teach Soc. Studies

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam:**

\_\_\_ POL/GOV courses\*                      \_\_\_ Economics\*  
 \_\_\_ Geography                              \_\_\_ Behavioral Sciences (ANTHRO, PSY, SOC)\*

\*It is possible to meet some of these with core requirements.

**NOTE: More information about the required Praxis II exams for History can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)**

**Approved by:**

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**MATH MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 <b>and</b> _____3		101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

## Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
<b>TOTAL = 27 credits</b>		

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

\*In order to receive a final grade on the internship, students must submit scores for Praxis II.

## Major 39 Credits

___	4	MTH 210 Calculus I*
___	4	MTH 220 Calculus II
___	4	MTH 230 Calculus III
___	3	MTH 290 Foundations of Modern Math
___	3	MTH 300 Differential Equations
___	3	MTH 330 Linear Algebra
___	3	MTH 420 Abstract Algebra I
___	3	MTH 440 Mathematical Analysis I
___	3	CSC 140 Introduction to Programming I OR CSC 110 Programming with BASIC

## Three Mathematics electives (300/400 level)

___	_____
___	_____
___	_____

## Teaching Field Requirements for Math Majors:

Required by the state for licensure: \_\_\_\_\_ MTH 400 Secondary Methods in Mathematics

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in:** Algebra, Measurement, Geometry, Trigonometry, Functions, Calculus, Data Analysis/Statistics, Probability; Matrix Algebra, and Discrete Mathematics

**NOTE:** More information about the required Praxis II exams for Math can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)

## Approved by:

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**MUSIC MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
	_____3 and _____3	101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

## Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
<b>TOTAL = 27 credits</b>		

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II.**

### Major

**37 Credits**

___	3	MUS 105	The Language of Music*
___	3	MUS 110	Music Theory
___	1.5	MUS 111	Musicianship I
___	1.5	MUS 112	Musicianship II
___	3	MUS 205	Advanced Music Theory
___	3	MUS 311	Medieval & Renaissance Music
___	3	MUS 320	Baroque and Classical Music
___	3	MUS 325	Nineteenth- and Twentieth-Century Music
___	3	Ensemble	MUS 130, 135, 140, 145, or 163 (3 semesters)
___	6	Electives in Music	(200 level or above)
<hr/>			
___	1	MUS 499	Senior Recital
___	6	Individual Lessons**	

\* This course may also be used to satisfy Core requirements.

\*\* Six hours of private lessons, not including those the student may wish to take in order to pass the piano proficiency examination, should be taken on one instrument or in voice. Additional private lessons may be taken but may not be considered as music-elective hours.

\_\_\_ Piano Proficiency

### Teaching Field Requirements for Music Majors:

**Required by the state for licensure:** \_\_\_ MUS 425 Methods and Materials in Teaching Music

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in:** Music History/Literature; Theory/Composition; Performance; and Pedagogy/Professional Issues/Technology

**NOTE: More information about the required Praxis II exams for Music can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)**

### Approved by:

Student: \_\_\_\_\_

Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_

Division Chair: \_\_\_\_\_

Name: \_\_\_\_\_ ID# \_\_\_\_\_

**Lyon College Advising Sheet**  
**SPANISH MAJOR with Secondary Education Concentration**

**CORE CURRICULUM: (48-51 credits)**

<b>Proficiency Requirements:</b>	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 <b>and</b> _____3		101 and 102	FRN, SPN, or FGN

**Distribution Requirements:**

**Two from the following:**

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

**One from the following:**

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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**One from the following:**

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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**Two in different disciplines, from the following:**

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

**One from the following:**

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

**Sophomore Sequence**

**One from the following:**

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellect Tradition I
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**One from the following:**

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western Intellect Tradition II
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**Physical Education Requirements**

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

**The Secondary Education Concentration**

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

## Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
<b>TOTAL = 27 credits</b>		

\*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

**\*In order to receive a final grade on the internship, students must submit scores for Praxis II and pass the Oral Proficiency Interview (OPI).**

## Major 31-37 Credits

(Prerequisites: SPN 101 and 102 or equivalent)

___	3	SPN 201 Intermediate Spanish I
___	3	SPN 202 Intermediate Spanish II
___	1	SPN 300 Spanish Field Experience
___	3	SPN 333 Advanced Grammar
___	3	SPN 360 Hispanic Culture and Civilization
___	3	SPN 378 Intro to Peninsular & Latin American Lit I
___	3	SPN 379 Intro to Peninsular & Latin American Lit II
	12	Advanced Spanish Electives (300 level or above): 6 hours in Peninsular and 6 hours in Latin American, with at least 3 hours at the 400 level
___		_____
___		_____
___		_____
___		_____

Note: The Spanish faculty recommends that 6 credits be earned through intensive study in a Spanish speaking area or the equivalent.

## Teaching Field Requirements for Spanish Majors:

**Required by the state for licensure:** \_\_\_\_\_ SPN 350 Methods of Teaching Spanish

**Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in:** Interpretive Listening; Grammar; Interpretive Reading; and Cultural Perspectives (It is recommended that SPN 315, Introduction to Linguistics, be taken to prepare for this exam.)

**NOTE:** More information about the required Praxis II exams for Spanish can be found on Lyon's Teacher Education web page and at [www.ets.org/praxis](http://www.ets.org/praxis)

## Approved by:

Student: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Concentration Advisor: \_\_\_\_\_ Division Chair: \_\_\_\_\_



## Senior Year E-Portfolio Requirements

Revision Date – 05/2011

Students maintain an e-portfolio throughout their education classes here at Lyon beginning prior to formal admission to LATEC. A completed portfolio will be submitted the last semester of the senior year for review and final grading and will be placed on file with materials submitted from Transition Two prior to the entrance to internship interview. The final portfolio must be submitted electronically on a non-returnable jump drive and should include selected work from sophomore and junior level courses, and other items completed during the senior internship.

Exit from Program - <b>Transition Three</b> – Internship Materials	
Documentation Required	Semester to be completed
Student Intern Information Form	Fall
Copy of Placement Letter	Fall
Signed Copy of Internship Contract	Fall
Student Intern Schedule	Fall and Spring
Intern Record of Time at School	Fall and Spring
Weekly Conference Forms – The student intern and mentor teacher will have regular conferences to determine and document progress, including a list of weekly intern teaching responsibilities.	Fall and Spring
Graded Copies of Pathwise Lesson Plans and observation forms from supervisor's visits – You are to complete a minimum of three (3) Pathwise lesson plans per semester in which you will receive a written evaluation of your performance.	Fall and Spring for a minimum of 6 graded plans
Graded Copy of in-depth Student Study – You will prepare one (1) in-depth student study in the fall semester according to guidelines you will receive in your seminar. This study will enable you to acquire a deeper understanding of the student studied and will serve as a model for future professional knowledge of your students.	Fall
Graded Observation Report from observing in a diverse setting	Fall or Spring
Praxis II scores: Pedagogy and content knowledge. Passing scores are not necessary for graduation, but are necessary for recommendation for licensure by the Arkansas State Department of Education.	Spring
Videotaped teaching assignment with lesson plan and grade	Fall
Graded Thematic Unit of Study and Accompanying Materials	Fall
Graded Class Profiles for each class you teach	Fall and Spring
Evidence of participating in Personal/Professional Growth Experience(s) related to the teaching profession – Examples diverse field trip, attending a professional conference, etc...	Fall or Spring
Résumé and Cover Letter	Spring
Technological Capstone Presentation	Spring
Revised or Newly Written Philosophy of Education Statement	Spring

Other items that may be included in your portfolio:

- Samples of student work – related to a unit of study or lessons included
- Any official documents – awards, certifications, etc...
- Photographs and visual documentation
- Student and Parent sentiments – notes, cards, or other positive feedback
- Inspiration items – poems, sayings, pictures, or mottos that have an impact on your teaching

## Additional LATEC Portfolio Requirements

Additional required items will be collected in your classes from your sophomore to junior years.	
Item(s)	Class Source (if applicable)
<ul style="list-style-type: none"><li>• Graded Family Involvement Assignment</li></ul>	Survey of Early Childhood ( <i>P4 majors only not included in Secondary grade</i> )
<ul style="list-style-type: none"><li>• Child Observation Project/Exceptional Child Paper</li></ul>	Child and Adolescent Development
<ul style="list-style-type: none"><li>• Graded Statement of Belief Regarding Diverse and Exceptional Learners</li></ul>	Educating Diverse and Exceptional Learners
<ul style="list-style-type: none"><li>• Review and Reflection Paper</li></ul>	Learning and Cognition
<ul style="list-style-type: none"><li>• Four graded lesson plans</li><li>• Final Exam over all aspects of Pathwise</li></ul>	Practicum I and II

**All Portfolios will be archived by Lyon in an electronic format and should be turned in on a clearly labeled, non-returnable jump drive. Lyon students may place items on the jump drive in an organized method of their choosing. Regardless of the format chosen, ALL items requested should be included in an easy to access, working format.**

## Final E-Portfolio Evaluation Rubric – 250 points possible

Pilot Date: Fall 2009. Further Revision: Spring 2011 for 2012

<b>Items to be Submitted for Transition III</b>	<b>Lyon Conceptual Framework Linkage</b> (see key below*)	<b>Target</b> Evidence extensively documents performance and professional growth.	<b>Acceptable</b> Evidence adequately documents performance and professional growth.	<b>Needs Growth or Unacceptable</b> Evidence was not provided or did not adequately document performance and professional growth.
Internship placement documents: <ul style="list-style-type: none"> <li>Copy of Placement Letter</li> <li>Signed Copy of Internship Contract</li> </ul>		9 – 10 points	7-8 points	6 or below
Graded copies of Student Intern Schedules for Fall and Spring		9 – 10 points	7-8 points	6 or below
Intern Record of Time at School for Fall and Spring in Excel format		18 – 20 points	14 – 17 points	13 or below
Weekly Conference Forms with Mentor Teacher for Fall and Spring	6	18 – 20 points	14 – 17 points	13 or below
Graded Pathwise Lesson Plans and evaluation forms from supervisor's visits (6 – 3 from Fall and 3 from Spring)	1 and 6	18 – 20 points	14 – 17 points	13 or below
Graded Designed Thematic Unit of Study and Accompanying Materials	1,2,3,4,5,6	9 – 10 points	7-8 points	6 or below
Graded Copy of in-depth Student Study from Fall EDU 495 Seminar	2	9 – 10 points	7-8 points	6 or below
Graded Observation Report from observing in a diverse setting	3 and 5	9 – 10 points	7-8 points	6 or below
Copies of Praxis II scores: Pedagogy and content knowledge	1 and 6	9 – 10 points	7-8 points	6 or below
Graded Videotaped teaching assignment – include video and grade sheet	4 and 6	9 – 10 points	7-8 points	6 or below
Graded Class Profiles from Fall and Spring Semesters	3	9 – 10 points	7-8 points	6 or below
Evidence of participating in Personal/Professional Growth Experience(s)	5	9 – 10 points	7-8 points	6 or below
Résumé and Cover Letter		9 – 10 points	7-8 points	6 or below
Graded Technological Capstone Presentation – Include both the Capstone and the grade sheet	4 and 1	9 – 10 points	7-8 points	6 or below
From: Survey of Early Childhood ( <i>P4 majors only</i> ) <ul style="list-style-type: none"> <li>Graded Family Involvement Assignment</li> </ul>	5	9 – 10 points	7-8 points	6 or below
From: Child and Adolescent Development <ul style="list-style-type: none"> <li>Child Observation Project or Exceptional Child Paper</li> </ul>	2	9 – 10 points	7-8 points	6 or below

From: Educating Diverse and Exceptional Learners • Graded Statement of Belief on Diverse and Exceptional Learners	3	9 – 10 points	7-8 points	6 or below
From: Learning and Cognition • Review and Reflection Paper	3 and 5	9 – 10 points	7-8 points	6 or below
From: Practicum I and II • 4 graded practicum lesson plans • Final Exam on Pathwise Domains	1,2,3,4,5,6	18 – 20 points	14 – 17 points	13 or below

**\*Lyon Conceptual Framework linkage key:**

- The education of the whole person BUILT on the foundation of the liberal arts.
- Be wise consumers of education research.
- Understand and address inequities in the classroom as they relate to race, gender, and social class.
- Instruct using technology skills
- Lead in the continuous improvement of schools.
- Teach effectively at the appropriate instructional level.

**Final Score (ECH):** \_\_\_\_\_/230 Target Points + \_\_\_\_\_/20 Points for style/design/ease of use\*

**Final Score (SEC):** \_\_\_\_\_/220 Target Points + \_\_\_\_\_/30 Points for style/design/ease of use\*

**Other Comments and or Concerns:**

**\*Design/Style/Ease of Use Points – 20/30 points**

- **All files are accessible and clear (including video files)**
- **All artifacts and work samples are clearly labeled**

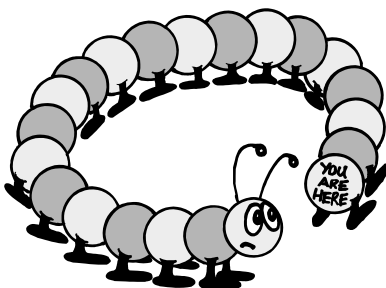
**Other:**

- All of the photographs, graphics, sound and/or video create interest and are appropriate
- Creativity and original ideas enhance the content of the e-portfolio in an innovative way
- The e-portfolio is easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings
- The background and colors enhance the readability of the text
- The text has no errors in grammar, capitalization, punctuation, and spelling.

## Teacher Education Checklist and Timeline

To Do List	Timeline
<b>Freshman Year</b>	<ul style="list-style-type: none"> <li>If possible enroll in EDU 202 and meet with Education Advisor</li> </ul>
<b>Sophomore Year</b>	<ul style="list-style-type: none"> <li>Enroll in EDU 202 and meet with Education Advisor</li> <li>Begin Course rotations for Education courses</li> <li>Consider membership in Kappa Delta Pi if invited to join</li> <li>Take Praxis I exam in Spring Semester</li> <li>Start electronic portfolio if not already started</li> </ul>
<b>Junior Year</b>	<ul style="list-style-type: none"> <li>Continue Course Rotations</li> <li>Take Practicum Courses</li> <li>Gather materials for Teacher Education Interview</li> <li><b>Teacher Education Interview in Spring Semester</b></li> </ul>
<b>For Your Senior Year</b>	
Sign Internship Contract	Before leaving spring semester of Junior Year
Complete and mail FBI background check form and fingerprints	In July and before Fall Semester of Senior Year
Complete class and partner school schedule	One in Fall One in Spring
Complete Intent to Graduate Form	Registration time
Complete Weekly Conference Forms Each Week	Fall and Spring Semesters
Record Teaching Hours and time spent at schools on a weekly basis	Fall and Spring Semesters
Register and Take Praxis II Exams before February	January or sooner
Have those scores sent to State Department and Lyon College	
Obtain Application for Arkansas Teacher License from Director of Teacher Education	Last weeks of School
Request Copy of Official Transcript with Degree Posted on it to submit to Arkansas Department of Education for licensure	
Complete Exit Interview	Week of Final Exams

## Acceptance into Student Internship Lyon College Teacher Education Program



Admission to Internship – <b>Transition Two</b> – LATEC Interview	
<p><b>The following materials are to be assembled and turned in electronically (either on a non-returnable CD or jump drive) to the Unit Secretary, Lynn Nichols, by 5 pm on Monday, April 11th.</b></p>	
Items Needed	
	Application for Internship Admission and Student Information Form (Attached)
	Philosophy of Education Statement from EDU 202 <b>or</b> from transfer students a typed statement explaining why you want to be a teacher
	Electronic Copy of Praxis I scores
	Video sample of student instructing children of appropriate age and in an appropriate field of study
	Three candidate recommendation forms
	Three graded Pathwise lesson plans from Practicum I and II
<p>Lyon Transcript documenting <u>at least</u> a 2.5 cumulative GPA</p> <p><b>**Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching</b></p> <p><i>Note: Admission to Internship and completing the program will require a 2.5 LYON GPA in which transferred credits will not be included in the GPA calculation. Students not obtaining 2.5 Lyon GPA may request an interview for admission to internship upon obtaining a 2.5 LYON GPA.</i></p>	

## **Sample LATEC Student Internship Interview Questions –**

- What grades do you hope to teach? What past experience do you have working with that age group?
- What is it about this age group that makes you want to teach them? Why this age/grade?
- Why do you want to teach?
- When did you decide to teach?
- Describe the best teacher you ever had.
- In your opinion, what is the most important characteristic of a teacher and why?
- Where would you like to be professionally in 5 years?
- What is the biggest problem educators face today?
- Talk about a school situation you would change.
- How can a teacher overcome the poor environment from which many students come?
- Why is it important for a teacher to belong to professional organizations and subscribe to professional publications?
- What do you think is a good way to motivate students to learn?
- What are some ways to establish rapport with fellow faculty members, some of whom may be twice or three times your age, or some may be younger than you?
- What characteristics do you possess which you feel will make you an effective teacher?
- What do you see as three of your strengths?
- What are three areas that you need to improve in?
- What are some non-teaching duties a teacher must perform? How do you feel about these responsibilities?
- Do you have any reservations about teaching and what are they?
- What concerns you the most or makes you anxious about teaching?
- How do you handle conflict, disagreement, or unfair treatment?
- What is your plan if you find teaching unbearable?
- What connection do you see between your Lyon coursework and your future work with children?
- How will you prepare for next year's schedule as an intern time wise?

## LATEC INTERNSHIP INTERVIEW EVALUATOR'S FORM

**Student** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator** \_\_\_\_\_

**Evaluator's Role:** (please check one)

\_\_\_\_\_ LATEC Member

\_\_\_\_\_ P-12 Teacher

\_\_\_\_\_ Elem/Sec. Coordinator

\_\_\_\_\_ Lyon Intern

\_\_\_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_ Lyon Faculty/Staff

\_\_\_\_\_ School Admin.

<b>Intern Characteristics</b>	<b>TARGET</b>  Exceeds expectations for a beginning intern	<b>ACCEPTABLE OR NEEDS GROWTH AND PRACTICE</b>  Meets expectations for a beginning intern	<b>UNSATISFACTORY</b>  Does not meet expectations for a beginning intern
<b>Video:</b> Interacts well with students			
<b>Video:</b> Communicates clearly with students			
<b>Video:</b> Has presence (is attentive, aware, confident)			
<b>Interview:</b> Well groomed, appropriately dressed			
<b>Interview:</b> Appropriate Eye Contact			
<b>Interview:</b> Appears self confident			
<b>Interview:</b> Speaks clearly and audibly			
<b>Interview:</b> Listens attentively to questions			
<b>Interview:</b> Uses proper English			
<b>Interview:</b> Able to clearly express thoughts in response to questions			
<b>Interview:</b> Expresses an ability to make the connection between college preparation and his/her future work in schools			
<b>Interview:</b> Expresses an understanding of self evaluation in the teaching process			
<b>Interview:</b> Expresses a sincere interest for young people and enthusiasm for the teaching profession			

**Overall Evaluation of the Candidate:**

\_\_\_\_\_ I recommend this candidate for the student internship with no reservations.

\_\_\_\_\_ I do not recommend this candidate for the student internship.

\_\_\_\_\_ I recommend this candidate with the following contingencies.

**Additional Comments:**



# The Student Internship

## Goal

The goal of student internship is to provide the pre-service teacher with a realistic experience in planning, managing, and teaching in an early childhood or secondary classroom.

## Objectives

At the end of the student internship, the student intern will be able to:

- Identify individual learning needs.
- Plan and teach lessons at the appropriate level.
- Guide and direct learning in a classroom by using a variety of techniques.
- Evaluate student learning and progress.
- Report student learning and progress to parents and administrators.
- Demonstrate professional work habits, ethics, and relationships.

## Activities

In order to accomplish the above objectives, the student intern shall:

- Participate daily, Monday through Friday, in his/her placement.
- Assist the classroom teacher in organizing and preparing a classroom.
- Gradually assume responsibility for teaching the various subject areas.
- Assemble teaching units and write daily lesson plans.
- **Assume full classroom responsibilities for at least two weeks of the internship.**
- Participate in all activities expected of the classroom teacher each semester.
- Adhere to district policies for certified faculty including the ones **concerning the times to arrive at and depart from schools.**
- **Students are required to put in a minimum of 16 clock hours a week at the school and should document it in schedule planning.**

## Student Internship Observations

There are two different types of observation to be conducted during the internship experience: you will observe your mentor teacher and you will observe other teachers in a different education setting. The observations of other teachers will be arranged by you, your mentor, and your University Supervisor. When possible these will include traveling to model schools for a different perspective on education. You will need to write a reflection paper for each of the observations outside of your mentor teacher's classroom. More details about this will be given in your internship seminar.

At the beginning of the school year, you will spend a good deal of time observing your mentor teacher. Following the first week of observation of your mentor, you will simply record your time.

## In-depth Student Study and IEPs – FALL SEMESTER

**Rationale:** An in-depth study of one pupil enables the student intern to focus intensively on one individual for the purpose of knowing that individual better and enabling the intern to understand the multi-dimensions influencing that pupil's growth or lack thereof in the

classroom. In-depth studies provide a wealth of detail and are, therefore, rich in possible insights. However, the interpretation of in-depth studies depends on the wisdom as well as the biases of the interpreter. The study enables the intern to observe a pupil in a school setting and to observe how he or she changes over time.

**Purpose:** To give the student intern a holistic view of a pupil and to enable the intern to design an individualized program for the pupil.

### **Components of the study:**

The study should include:

1. A description of the pupil including age, physical appearance (height, weight,) unusual aspects, (e.g. any form of exceptionality, ethnicity, age, etc.) The pupil should be anonymous, e.g. John S. or Mary K., using fictitious names.
2. A description of the setting, e.g. third grade, self-contained classroom in X school in X district or 4<sup>th</sup> period Science class at X high school in X district.
3. A comparison of the pupil in regard to others on the elements in # 1., e.g. taller, shorter, older, younger, etc.
4. A description of how the pupil relates to peers. To teachers. Is the pupil an isolate or well accepted by the group? Does the pupil have just one special friend or a group?
5. A description of the external appearance of the pupil's home. You can achieve this simply by driving by and observing the home and the neighborhood. What inferences can you make from this observation?
6. Naturalistic observations of the pupil over time. This can be brief notes on the pupil's behavior, performance in class – good days, bad days, absences, interactions with other students and teachers. If possible to observe the pupil's eating habits (e.g. in the cafeteria), this will provide you with some relevant data. Find out if the pupil has hobbies or collects certain things, e.g. stamps, coins, etc. What kind of music does the pupil like? What does he or she like to do in his/her spare time?
7. Conclusion: Based on your in-depth knowledge of this pupil, make recommendations for assuring this pupil's success in the classroom. Identify any special strategies you, the teacher, would use to help the pupil achieve success.

More details about this assignment will be given in your internship seminar.

### **Suggested Procedure for the Student Internship Period**

Student Interns will receive eight (8) credit hours for the internship experience spread over an entire academic year. Interns continue to take courses at the college while teaching part-time in the public schools.

Each intern and mentor teacher will work out **an individualized program** depending on the public school and college schedules. The individualized program must include daily classroom involvement Monday through Friday unless an alternate schedule is approved by the Lyon Supervisor and the partnering Mentor Teacher. Student Interns may work out schedules in a variety of ways pending approval by the University Supervisor. A completed schedule is to be filled out at the beginning of the internship year. A copy of this

schedule should be given to the mentor teacher, a copy to the University Supervisor, and a copy should be placed in the Assessment Portfolio.

Student interns will start the internship year with **"Starting the School Year"** which means that they will begin when public school classroom teachers do. They will remain in the classroom **full time** for the first weeks of the K-12 calendar, **keeping the same hours on campus as their mentor teacher**. After these initial weeks they will begin classes at Lyon College and will continue with their individualized internship programs according to the schedule they have worked out. If there is a day when Lyon classes are cancelled, but the public school is open, the student intern is expected to be at the school for the full day. Interns are expected to be ready to start their placement no later than August 15<sup>th</sup> of every school year.

### **Responsibilities for Student Internship**

The student internship is a cooperative venture involving a number of people. Following the student intern's request for placement, an Education Concentration faculty member makes the initial contact with a partner school district administrator who has the responsibility for making student intern assignments. That administrator, in consultation with district principals and teachers, finalizes the field placements. The student intern signs a contract (see Appendix). Then a handbook delineating roles and responsibilities for the student internship is distributed to all personnel participating in the student internship experience. At the end of the experience an honorarium is sent by the College to the teacher for each student intern.

### **The College Supervisor**

Each student intern is supervised by an Education Concentration faculty member, who is called the Supervisor. The Supervisor makes a preliminary visit to get acquainted with school personnel and to see that the principal(s) and mentor teacher(s) understand procedures for the student internship period. At the time of the preliminary visit, the Supervisor may be able to set a time for the first full visit. The Supervisor will visit the student intern at least three times each semester. **In the secondary concentration, at least one visit during the internship will be made at the discretion of a faculty member from the intern's major area of study.** In the early childhood education program, however, a visit by a faculty member from the intern's major area of study is optional. During each visit, the Supervisor will complete an Observation Form (see Appendix) which will give feedback regarding the intern's performance. One copy of the form will be filed in the student intern's electronic Assessment Portfolio.

Throughout the semester the College Supervisor will confer regularly with the mentor teacher, student intern, and members of the internship team about the experiences and progress of the student intern. **The Supervisor should be called immediately by either the mentor teacher or student intern when problems arise.** Talking the problem through may prevent future problems.

### **The Principal**

The principal will work with the mentor teacher(s) to help provide a good experience for the student intern. The principal should make decisions regarding the student intern's participation in in-service, staff meetings, and parent-teacher conferences. **Interns are expected to participate in all activities required of the mentor teacher.** The principal may give the student intern helpful feedback by making a formal evaluation during the teaching of a lesson. Additional help may be given by discussing criteria used when hiring teachers or conducting a mock interview.

### **The Mentor Teacher**

Student interns work collaboratively with their mentor teachers, those teachers to whom student interns are assigned. Usually, the mentor teacher has at least three years experience in the District and some

education beyond the bachelor's degree. The mentor teacher has the dual role of being responsible for the instructional program for pupils while serving as mentor for the student intern. While the role of mentor is of utmost importance, the College recognizes that the first responsibility of the mentor teacher is to the pupils in his or her classroom. The College reserves the right to remove the student intern if the situation does not seem to be serving the best interests of the pupils in the classroom and/or the student intern.

## Evaluation

The mentor teacher is responsible for evaluating the student intern. Evaluation should be a continuous process with feedback given to the student intern **on a regular basis through weekly conferences**. Mentor Teachers will also assist in grading the intern by completing disposition surveys electronically or on paper on a monthly basis coinciding with each visit by the College Supervisor. The survey results will be factored into the intern's grade for the internship and will be placed in the student intern's electronic portfolio. A "Final Report" that also factors into the intern's grade (see appendix) is to be sent to the College at the completion of the student internship. This final report is also completed via electronic survey.

The student internship credit at Lyon College is on a letter grade basis and final determination of the grade is made by the Education Concentration faculty with the above mentioned input from the partnering mentor teachers.

## Student Internship Expenses

Student Internship Fee . . . . .	\$200.00
(payable \$100 per fall and spring semester)	
Praxis II Tests. . . . .	varies*
FBI check . . . . .	\$ 45.00

\*Changes in the Praxis exams occur periodically. Check with the Program Director or your College Supervisor before registering for your Praxis II exams so you can be sure to enroll to take the appropriate exams.

### **PLEASE NOTE:**

Candidates in English, Spanish, and Mathematics are **exempt** from the PLT if they have taken and passed all of the required PRAXIS II Specialty Area Test(s) for their licensure area.

### **PLEASE NOTE:**

The PRAXIS II Specialty Exam required as of September 1, 2007 for Early Childhood P-4 is "Early Childhood Content Knowledge, Code 022. The minimum score will be 157.

## **Information on how to register for Praxis Exams and Tests at a Glance Information can be found at:**

[www.ets.org/praxis](http://www.ets.org/praxis)

and on the Lyon Teacher Education Webpage

<http://www.lyon.edu/academic/programs/socialscience/education.aspx>

## Lyon's Suggestions to Your Mentor Teachers

Determining just how to ease the student intern into actual teaching requires some planning and must be done on an individual basis, however some suggestions include the following:

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning **may not** be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**
2. So that student interns can become acquainted with the methods and materials being used in your room, we suggest that they be allowed to observe a short time before actually beginning to assume responsibility for lesson planning and teaching. At first interns should be given routine tasks such as checking papers, preparing special lessons, helping with small groups, or working with individual students.
3. When you feel the student intern is ready, give the intern responsibility for teaching selected lessons. This could be done by rotating classes taught so that every area has been covered before full responsibility is assumed. Go over lesson plans with the student intern to see that everything has been well thought out. (Refer to "Suggested sequence of student teaching responsibilities" on the next page.)
4. You and the college coordinator will determine when the student intern is ready to assume complete control and teaching of the class. You decide together whether or not s/he is more comfortable with you in or out of the room. If you do not stay in the room the entire time, you should be immediately available to the student intern if the need should arise.
5. Please set up a regular weekly conference time with the student intern so that you may discuss any problems and share ideas for improving the teaching experience. Do not hesitate to give constructive criticism. Feedback is essential to a positive learning experience.
6. Provide the student intern with a list of students, a seating chart, a copy of the daily schedule, fire and tornado drill procedures, and a school handbook.
7. Provide a place in the classroom, such as an extra desk, where the student intern may keep her/his personal belongings and inform the intern of any special dress code that is expected.
8. Introduce the student intern to the other people in the building, including the secretary, cafeteria personnel, and custodians.
9. Acquaint the student intern with school policies as specified in the school's handbook and share the school bulletins or announcements with the student intern.
10. Include the student intern in faculty meetings, conferences, in-service, and professional meetings as much as possible. **The student intern should become a part of the total school program.**
11. Help the student intern by providing guidance through lesson planning and teaching and by giving suggestions for improvement.
12. **Contact the College Coordinator if there is a question or concern regarding the student intern. Please keep a written record of intern absences, tardies, and early departures.**

# Suggested Sequence of student teaching responsibilities for

## Secondary Interns

### Fall Semester

<b>Week</b>	<b>Intern Responsibilities</b>
<b>First two weeks of semester (August)</b>	<b>Observe/Assist</b>
<b>September</b>	<b>Observe/Assist/Assume full responsibility for 1 subject/class</b>
<b>October</b>	<b>Observe/Assist/Assume 2 subjects/classes – Teach 2 subjects/classes</b>
<b>November</b>	<b>Teach 2 subjects/classes/Assume 3 subjects/classes</b>
<b>December</b>	<b>Teach 3 subjects classes</b>

### Spring Semester

<b>Week</b>	<b>Intern Responsibilities</b>
<b>January</b>	<b>Teach 4 subjects/classes</b>
<b>February – Spring Break</b>	<b>Teach all subjects/all classes</b>
<b>After Spring Break</b>	<b>Phase out of 1 subject/class</b>
<b>First two weeks of April</b>	<b>Phase out subjects/classes 2 &amp; 3/Observe and assist</b>
<b>Last two weeks of April and into May</b>	<b>Phase out of remaining subjects/classes – Observe and assist</b>

# Suggested Sequence of student teaching responsibilities for

## Early Childhood Interns

### Fall Semester – 1<sup>st</sup> internship

<b>Week</b>	<b>My Dates for this week</b>	<b>Intern Responsibilities</b>
Weeks 1 & 2	August	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
<b>Week 11</b>		<b>Teach All Subjects</b>
<b>Week 12</b>		<b>Teach All Subjects</b>
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

### Spring Semester – 2<sup>nd</sup> internship

<b>Week</b>	<b>My Dates for this week</b>	<b>Intern Responsibilities</b>
Weeks 1 & 2	January	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
<b>Week 11</b>		<b>Teach All Subjects</b>
<b>Week 12</b>		<b>Teach All Subjects</b>
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

# The Student Intern

The student internship is an important part of the Teacher Education Program. As a guest in the school and member of a team, the student intern must assume responsibility for being professional in every way. There are several areas that require special attention.

## Attendance

During the student internship, the intern is required to be in attendance every K-12 day, Monday through Friday, as scheduled. This includes, whenever possible, days and times that the mentor teacher is on duty or is participating in teacher in-service, parent-teacher conferences, professional meetings, etc.

While illness or emergencies may occur that cause an intern to be absent, all interns are expected to maintain a professionally appropriate attendance record in their internship classrooms. Most Arkansas public schools provide teachers with nine (9) sick days and two (2) personal days per year. Since we expect Lyon education interns to be prepared, positive professionals, the following attendance policy will be in effect:

- Absences will be limited to five (5) calendar days per semester. Additional absences could lead to dismissal from the program and a possible failing grade for the internship course.
- Two (2) late arrivals or early departures will count as one (1) absence.
- The student intern **must notify the mentor teacher and the college supervisor** at the earliest possible time **prior to the absence via telephone, email, Facebook, or text message.**
- Following the third absence, the intern will meet with his or her coordinator and receive a written reminder of the internship attendance policy.
- Following the fifth absence, the intern will meet with a college supervisor and the Director of Teacher Education to review the intern's continued participation in the internship.
- Failure to accurately report absences, late arrivals, or early departures may be viewed as a violation of the College's Honor Code and treated as such.
- **Interns must complete a minimum of 240 clock hours of internship participation each semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**

## Schedule for Intern

Student Teacher Interns are expected to follow the schedule of the cooperating school to which they are assigned. This includes professional development, holidays, and Spring Break. Student interns are also to follow normal school day hours when making out their schedules. Generally the school day starts at 7:30-7:45 and ends at 3:30. This daily schedule may vary from school to school. Interns are expected to follow the schedule of the cooperating teacher. This includes after school meetings. **The College Supervisor must approve any change in the daily schedule.**



## **Dress and Grooming**

The student intern is expected to follow the dress code established by the school district. As a model for young students, the student intern should be neat and well groomed. The professional appearance of the student intern will aid in identifying him/her as an authority figure. Do not eat or chew anything while teaching. Wind suits, sweats, shorts, most t-shirts, flip flops and jeans are generally not acceptable. If a student intern has piercings (tongue, nose, eyebrow, and navel rings), these should be removed before going to school or school events. Tattoos should be covered by clothing.

## **Planning and Preparation**

Careful planning and good organization are prerequisites for successful teaching. The student intern can facilitate lesson presentation by spending much preparation time in advance of actual teaching. Daily and weekly plans must be available in advance for both the mentor teacher and college supervisor to discuss.

## **Discipline/Classroom Management**

The mentor teacher will establish a routine for classroom management and guidelines for discipline. The student intern should be conscientious about following the procedures established by the teacher. Consistency is important to maintaining a positive teaching/learning environment.

## **Interest in Education**

Educators are often judged by the interest and enthusiasm they project. Student interns who are excited about student internship tend to motivate those with whom they work. Attendance at functions beyond the school day is often used as an indicator of interest in students as individuals. The student intern who is perceived as a warm, caring person will usually relate well to others.

## **Professionalism**

Teaching is a profession. As a member of that profession, the student intern is expected to maintain high ethical standards. Relationships with students should be of a professional nature. The school, its personnel and students should not be discussed negatively. Statements made by school personnel, parents or teachers should be kept confidential. The student intern needs to be flexible and open to constructive suggestions.

As interns develop relationships with students, they should use discretion and keep a professional distance. It is **strongly** recommended that candidates not give home phone numbers and email addresses to students, nor share Facebook or other social network space with students. ALL communication with students/**minors** should be of the highest professional level.

## **Legal Liability**

A student intern, while in the performance of his/her duties and responsibilities as a student intern, shall be legally liable for his/her own acts and conduct, and shall be afforded protection under the law, to the same extent as his/her mentor teacher(s) and other officers and employees of the school district. In the

temporary absence of the mentor teacher from the classroom and while the assigned student intern is required to remain in the classroom, the pupils thereof shall be under the direct supervision and disciplinary control of the student intern.

### **Student Interns as Substitute Teachers**

The student internship is designed to be a mentored experience in which a novice works with an experienced professional educator who serves as a role model. The use of the student teacher as a substitute jeopardizes this priority and places the student teacher in a position of assuming undue responsibility. For these reasons **student interns should not be used as substitutes** for any reason during the internship experience. When the internship is completed, students are free to place their names on the substitute list.

### **Use of Corporal (Physical) Punishment**

In view of the legal status of student interns, no student intern from Lyon College will be allowed to administer or witness any form of corporal punishment. If any student intern should be placed in a situation where corporal punishment is being used, the punishment must be administered by a certified teacher or administrator. Violation of this policy will result in the student intern being withdrawn from student internship.

### **Language Habits**

Student interns should remember that they are to model standard language usage. The interns' adherence to the rules of standard usage will be reflected in their overall evaluation.

### **Expectation of Students**

Student interns should be aware that their attitudes toward and expectations of the students they teach have a strong impact on how well those students perform. Student interns should refrain from making negative statements about the students they teach.

### **Social Networking Sites**

Facebook, Xanga, MySpace and any other social networking sites, websites, or blogs in which you participate should be reviewed for any unprofessional content. Be careful not to post content that is in violation of Lyon College policy or the policy of the school district to which you are assigned.

# Suggestions to Assure Success in the Internship

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning may not be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester.**
2. Confirm your source of transportation. Have your own car or share rides with one of the other students and plan to help with expenses. Do not rely on the teachers of the district for transportation.
3. If you live on campus, confer with the Dean of Students about arrangements for students eating lunch off campus or ask for a sack lunch from the College cafeteria. Do not charge lunches at school unless that is the district policy.
4. Follow school attendance policies for certified personnel. Leave for school early. Allow time for emergencies so that you will not find yourself rushing in breathlessly at the last minute. **Be punctual.**
5. Do not ask to leave school before you are scheduled to leave unless it is absolutely essential. **Assist the classroom teacher in after-school responsibilities as appropriate.**
6. **Keep outside activities to a minimum.** Save your energy for lesson preparation and planning. Get plenty of sleep so you will have the necessary vitality.
7. Notify your mentor teacher and college coordinator when you must be absent. **(REQUIRED)**
8. Stay home when you are ill. It is not wise to expose others to unnecessary illness.
9. Prepare thorough lesson plans before you teach. Ask your mentor teacher to go over them to be sure you have done adequate planning.
10. Study carefully. **KNOW the material you will be teaching** as well as the material that precedes and follows the lesson.
11. Make your presentations as interesting as possible. Be alive. Speak with authority.
12. Adhere to the mentor teacher's expectations for his/her students.
13. Be firm, direct, and positive with students.
14. Try to attend activities that are not a part of the school day. When possible, get to know families of the students. Teaching is much more than lecturing and grading papers.
15. Use school materials sparingly.
16. **TAKE YOUR WORK SERIOUSLY, BUT KEEP A SENSE OF HUMOR!**

## Completion of Program and Licensure

### To complete the program candidates must

- successfully complete the student internship
- complete the exit interview (see questions below)
- turn in the cumulative e-portfolio
- take the appropriate Praxis II exams
- complete all coursework for graduation
- file an intent to graduate form
- make a final check with advisor and/or Director of Teacher Education to assure all requirements have been met

### Obtaining a License to Teach

Each candidate completing a BA with a major or concentration in Education qualifies for an initial or provisional teaching license in the state of Arkansas in his or her teaching field. The license is valid for one to three years and is replaced by a five year permanent license when the Praxis III assessment is successfully completed.

Any candidate who wishes to license in another state is advised to obtain his or her Arkansas license and then apply for a license through the other state's education agency. Many states have a reciprocal agreement with Arkansas and will merely require an application in order to issue a license. Other states require applicants to meet the initial licensing requirements, including exams and/or specific course work. In these cases, the other state usually issues a temporary license (1 year) until the criteria have been met.

### To obtain your Arkansas License

- Complete licensure form obtained from Director of Teacher Education
- Make sure your background check is current and has been submitted to the ADE
- Return licensure form to the Director of Teacher Education

## Sample EXIT INTERVIEW Questions

1. What do you consider to be the **strongest** aspect of the Teacher Education Program?
2. What do you consider to be the **weakest** aspect of the Teacher education Program?
3. What aspect(s) of the Teacher Education program should be changed?
4. What aspects of the Teacher Education Program should not be changed?
5. What suggestions do you have for improving the Teacher Education Program?
6. Do you have any additional comments about the Teacher Education Program?

Note: You will complete an exit questionnaire online, and your licensure application will be filed after the Exit Interview is completed.

## **THE PATHWISE MODEL**

The State of Arkansas has adopted the PATHWISE model of supervision to provide support to novice teachers. The outcomes of Lyon College's teacher preparation program are aligned with PATHWISE expectations. As a result, the Coordinator's Evaluation Form reflects the four PATHWISE domains. Additionally, Lyon College mentor teachers receive PATHWISE training, which both enhances their professional development and assures consistency in supervision between Lyon faculty and school-based colleagues.

### **PATHWISE Domain Descriptions**

#### **Domain A: Organizing Content Knowledge for Student Learning**

Knowledge of the content to be taught underlies all aspects of good instruction. Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term curricular goals, and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other. Because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about students themselves is an integral part of this domain.

Domain A is concerned with how the teacher thinks about the content to be taught. This thinking is evident in how the teacher organizes instruction for the benefit of her or his students.

#### **Domain B: Creating an Environment for Student Learning**

Domain B relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, most of the criteria in this domain focus on the human interactions in the classroom, on the connections between teachers and students and among students. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning environment in the most liberal sense – the physical setting in which teaching and learning take place.

A learning environment that provides both emotional and physical safety for students is one in which a broad range of teaching and learning experiences can occur. Teachers must be able to use their knowledge of their students in order to interpret their students' behavior accurately and respond in ways that are appropriate and supportive. When they do so, their interactions with students consistently foster the students' sense of self-esteem. In addition, teachers' efforts to establish a sense of the classroom as a community with clear standards should never be arbitrary; all behavioral standards and teacher-student interactions should be grounded in a sense of respect for students as individuals.

#### **Domain C: Teaching for Student Learning**

This domain focuses on the act of teaching and its overall goal: helping students to connect with the content. As used here, content refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values in any domain: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good "fit" for the content within the framework of the students' knowledge, interests, abilities, cultural backgrounds, and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain

that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

#### **Domain D: Teacher Professionalism**

Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations.

## OVERVIEW OF PRAXIS III DOMAINS

### Domain A: Organizing Content Knowledge for Student Learning

**Criterion A1:** Becoming familiar with relevant aspects of students' background knowledge and experiences.

**Criterion A2:** Articulating clear learning goals for the lesson that are appropriate to the students.

**Criterion A3:** Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

**Criterion A4:** Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.

**Criterion A5:** Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

### Domain B: Creating an Environment for Student Learning

**Criterion B1:** Creating a climate that promotes fairness.

**Criterion B2:** Establishing and maintaining rapport with students.

**Criterion B3:** Communicating challenging learning expectations to each student.

**Criterion B4:** Establishing and maintaining consistent standards of classroom behavior.

**Criterion B5:** Making the physical environment as safe and conducive to learning as possible.

### Domain C: Teaching for Student Learning

**Criterion C1:** Making learning goals and instructional procedures clear to students.

**Criterion C2:** Making content comprehensive to students.

**Criterion C3:** Encouraging students to extend their thinking.

**Criterion C4:** Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

**Criterion C5:** Using instructional time effectively.

### Domain D: Teacher Professionalism

**Criterion D1:** Reflecting on the extent to which the learning goals were met.

**Criterion D2:** Demonstrating a sense of efficacy.

**Criterion D3:** Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

**Criterion D4:** Communicating with parents or guardians about student learning.

## Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers –

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Pathwise Domains
<p><b>Standard 1</b> -- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> <li>a. Demonstrating proficiency in reading, writing, and speaking</li> <li>b. Having general knowledge of several liberal arts disciplines and being able to integrate their content</li> <li>c. Demonstrating intellectual ability in a liberal arts major</li> <li>d. Fostering critical and creative thinking in their students</li> </ul> <p>Candidates are to be wise consumers of educational research by:</p> <ul style="list-style-type: none"> <li>a. Applying current research to improve teaching and learning</li> <li>b. Using research to make data based decisions</li> <li>c. Designing, conducting, and communicating the results of their own research</li> </ul> <p>Candidates instruct using technology skills by:</p> <ul style="list-style-type: none"> <li>a. Identifying, using, and assessing instructional technology</li> <li>b. Developing in pupils the ability to use instructional technology</li> </ul>	<p>Domain A Candidate organizes content knowledge for student learning:</p> <p>A2: Articulating clear learning goals for the lesson that are appropriate to the students</p> <p>A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</p>



## Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers – continued

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Pathwise Domains
<b>Standard 2</b> - The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> <li>b. Having general knowledge of several liberal arts disciplines and being able to integrate their content</li> <li>c. Demonstrating intellectual ability in a liberal arts major</li> <li>d. Fostering critical and creative thinking in their students</li> </ul>	<p>Domain A Candidate organizes content knowledge for student learning:</p> <p>A1: Becoming familiar with relevant aspects of students’ background knowledge and experiences.</p> <p>A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.</p> <p>A5: Creating or selecting evaluation strategies that are appropriate to the students and that are aligned with the goals of the lesson.</p>

## Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers – continued

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Pathwise Domains
<p><b>Standard 3</b> - The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Candidates teach effectively at the appropriate instructional level by:</p> <ul style="list-style-type: none"> <li>a. Identifying students’ developmental levels</li> <li>b. Applying a knowledge of human growth and development at the appropriate level</li> <li>c. Using a variety of teaching/learning strategies at the appropriate developmental level</li> </ul> <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> <li>a. Teaching in culturally relevant ways that affirm all students’ capacity to learn</li> <li>b. Creating classroom learning environments that are supportive of all students’ opportunities to learn</li> <li>c. Using a variety of approaches to assessment of learning</li> </ul> <p>Candidates are to be wise consumers of educational research by:</p> <ul style="list-style-type: none"> <li>a. Applying current research to improve teaching and learning</li> </ul> <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> <li>b. Communicating well with students, parents, and community members</li> </ul>	<p>Domain C: Teaching for Student Learning</p> <p>C1: Making learning goals and instructional procedures clear to students</p> <p>C2: Making content comprehensible to students</p> <p>C3: Encouraging students to extend their thinking</p> <p>C4: Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands</p> <p>C5: Using instructional time effectively</p>

**Lyon College Teacher Education Program Alignment Chart  
with Arkansas Principles for the Preparation of Teachers – continued**

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Pathwise Domains
<p><b>Standard 4</b> - The teacher exhibits human relations skills which support the development of human potential.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> <li>d. Fostering critical and creative thinking in their students</li> <li>f. Demonstrating enthusiasm for teaching and learning</li> <li>g. Fostering a love of lifelong learning</li> </ul> <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> <li>a. Teaching in culturally relevant ways that affirm all students’ capacity to learn</li> <li>b. Creating classroom learning environments that are supportive of all students’ opportunities to learn</li> <li>c. Using a variety of approaches to assessment of learning</li> </ul> <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> <li>a. Communicating well with students, parents, and community members</li> <li>b. Working collaboratively with diverse students, parents, and community members</li> <li>c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams</li> </ul>	<p>Domain B: Creating an environment for student learning</p> <p>B1: Creating a climate that promotes fairness</p> <p>B2: Establishing and maintaining rapport with students</p> <p>B3: Communicating challenging learning expectations to each student</p> <p>B4: Establishing and maintaining consistent standards of classroom behavior</p> <p>B5: Making the physical environment as safe and conducive to learning as possible</p>

**Lyon College Teacher Education Program Alignment Chart  
with Arkansas Principles for the Preparation of Teachers – continued**

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Pathwise Domains
<p><b>Standard 5</b> - The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> <li>e. Demonstrating ethical professional behavior</li> <li>f. Demonstrating enthusiasm for teaching and learning</li> <li>g. Fostering a love of lifelong learning</li> </ul> <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> <li>a. Teaching in culturally relevant ways that affirm all students' capacity to learn</li> <li>b. Creating classroom learning environments that are supportive of all students' opportunities to learn</li> <li>c. Using a variety of approaches to assessment of learning</li> </ul> <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> <li>a. Communicating well with students, parents, and community members</li> <li>b. Working collaboratively with diverse students, parents, and community members</li> </ul> <p>Collaborating effectively with peers and administrators in cooperative teaching/learning teams</p>	<p>Domain D: Teacher professionalism</p> <p>D1: Reflecting on the extent to which the learning goals were met</p> <p>D2: Demonstrating a sense of efficacy</p> <p>D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students</p> <p>D4: Communicating with parents or guardians about student learning</p>

## Grievances

Lyon College suggests that every effort be made to resolve conflict collaboratively. Occasionally, differences or disagreements can occur during the internship. Each case will be handled individually based on the specific situation. In general, when minor conflicts arise, the intern or cooperating mentor teacher is encouraged to attempt resolution in the following ways:

- Discuss your concern(s) with the individual and give him/her a couple of days to respond.
- If you are not satisfied with the response, contact the college supervisor to make an appointment for a conference to discuss the issue(s).
- If the situation is not resolved following this conference, the intern or cooperating mentor teacher may contact the Director of Teacher Education and file a formal complaint in writing. The Director of Teacher Education will respond to the complaint in writing.
- If still unsatisfied, the intern or cooperating mentor teacher may appeal to the LATEC committee for a review of the issue(s).

## Unacceptable Internship Performance

The cooperating teacher should notify the Lyon coordinator as early as possible when an intern is not performing to expectations. The coordinator will work with the mentor teacher on an individual basis to specify areas that need improvement and strategies to be implemented. In general, the following options will be considered:

- The coordinator will be notified regarding the unacceptable quality of the intern's performance.
- The intern will be notified by the coordinator regarding problems that need to be addressed.
- When feasible, the coordinator, cooperating teacher, and intern will develop a teaching improvement plan (**TIP**) that includes
  - areas for improvement,
  - specific outcomes desired,
  - a timeline or specific deadlines, and
  - dates and signatures of the intern, the coordinator, and the cooperating teacher.
- A copy of this plan will be placed in the intern's file. If performance does not improve or if the intern does not agree to this plan, the intern may be dismissed from the internship.

## Termination of Internship Placements

Possible causes for termination of an intern's placement may include, but are not limited to, the following concerns:

- the cooperating teacher or principal requests termination,
- unprofessional or unethical behavior by the intern in the placement setting,
- evidence of lack of sensitivity to multicultural situations in the setting,
- excessive absenteeism, tardiness, or failure to comply with established policies,
- failure to submit required lesson plans and other assignments in a timely manner,
- inappropriate interpersonal conduct with students, staff, faculty, and administrators,
- inappropriate attitude or hostility, and/or
- breach of confidentiality concerning a student.

**Immediate termination** may result if the safety of either the intern or any person at the partner school is compromised by the placement. A decision for immediate termination is made by the Director of Teacher Education, in consultation with the college supervisor and the appropriate personnel at the partner school. Any concerns regarding safety should be brought immediately to the attention of the college supervisor and/or the Director of Teacher Education.

# Appendices



## **Lyon College Teacher Education Program STUDENT INTERNSHIP CONTRACT**

1. I will follow the agreed upon internship schedule as determined by the education faculty and the mentor teacher. I will follow school day hours (normal start time 7:30 – 7:45 and normal end time 3:30) and be punctual in arriving at school every day.
2. I will be present every day of student internship unless an emergency or illness should occur. If I must miss a day(s) of student internship, I will notify my mentor teacher and the building principal as soon as possible and the LATEC office by 8:30 a.m. on the day of the absence. Special arrangements may be made for me to make up the time I missed.
3. In the event of any unscheduled dismissal of school, I will immediately contact my college supervisor and/or the Director of Teacher Education for instructions on what to do.
4. As a representative of Lyon College, the school and community to which I am assigned, and the teaching profession, I will present myself in a professional manner both in and out of the classroom and will observe my assigned school's codes on conduct, progress, or other rules and regulations.
5. I will confer on a regularly scheduled basis with my mentor teacher regarding planning of work, performance, progress, or other matters pertaining to my student internship.
6. I will follow the "GUIDELINES COVERING ETHICAL PRACTICES" (K.S.A. 72-514), attached hereto.

I have read, and do understand, and agree to the above contract. I understand that a violation of any terms of this contract could result in my dismissal from student internship.

<b>Signature of Intern:</b>	<b>Date:</b>
<b>Signature of Lyon Coordinator</b>	<b>Date:</b>
<b>Cooperating Teacher Signature:</b>	<b>Date:</b>
<b>Cooperating Teacher Signature:</b>	<b>Date:</b>
<b>Cooperating Principal Signature:</b>	<b>Date:</b>

## *Appendix B*

### **Guidelines Covering Ethical Practices**

(Attachment to Student Internship Contract)

These guidelines reflect the generally accepted ethical practices relating to the educator's profession.

- (a) Educators in the performance of their professional duties shall be accountable for using the current scientific knowledge available concerning their profession.
- (b) Educators shall recognize basic dignities of all individuals with whom they interact in the performance of their professional duties.
- (c) Educators in the performance of their professional duties shall exercise due care to protect the mental and physical safety of students, colleagues, and subordinates for whom they are responsible.
- (d) Educators in the performance of their professional duties shall be accountable for maintaining their integrity and shall avoid accepting anything of value offered by another which is known to be or which may appear to be for the purpose of influencing their professional judgments.
- (e) Educators in the performance of their professional duties shall accurately represent their professional qualifications.
- (f) Educators in the performance of their professional duties shall be responsible to present any subject matter in a comprehensive, accurate and objective matter.
- (g) Educators in the performance of their professional duties shall extend to students the opportunity for individual action in pursuit of learning and shall take steps to ensure that the students shall have access to varying points of view unless there is just cause to act otherwise.
- (h) Educators, while performing their professional duties, shall take steps to ensure that their actions (or that of another on their behalf,) are not made with specific intent of advancing private economic interests. Private economic interests shall not be construed as including fair remuneration for professional services.
- (i) Educators in the performance of their professional duties shall keep in confidence such information as they may secure unless disclosure serves professional purposes or is required by law.
- (j) Educators shall not use their professional position, or public property, or intentionally permit another person to use an educators' professional position or public property for which the educator is responsible, for partisan political, or sectarian religious purposes, except that this shall in no way limit their constitutional or legally protected right as a citizen.
- (k) Educators in the performance of their professional duties shall direct persons to carry out only professional functions for which they are qualified.
- (l) Educators shall always keep in mind that the educational institutions and the profession itself exist for the student and not the student for the profession.

*(Adapted from K.S.A. 72-514; effective January 1, 1972)*



## Appendix C

### Student Internship Schedule

For both the fall and spring semester interns will provide an electronic copy of their intern schedule to their instructor. This should include times at the intern placement and times in class on campus. Schedule should be typed, in chart form, or in an easy to read and understand format.

#### Example Intern Schedule to give college supervisor:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00		7:30 – 2:30		7:30 – 2:30	7:30 – 3
9:00 – 10:00	Lyon Class	Internship at Eagle Mtn.	Lyon Class	Internship at Eagle Mtn.	Internship at Eagle Mtn.
10:00 – 11:00	10 - 3		10 - 3		
11:00 – 12:00	Internship at		Internship at		
12:00 – 1:00	Eagle Mtn.		Eagle Mtn.		
1:00 – 2:00					
2:00 – 3:00		Lyon Class		Lyon Class	
3:00 – 4:00			Lyon Class		
4:00 – 5:00	Lyon Class 4 – 5:30		Lyon Class 4 – 5:30		
5:00 – 6:00					

## Lyon College Pathwise Lesson Plan

Adapted from ETS, Educational Testing Service

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**Student Teacher:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Grade Level** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Number of Students:** \_\_\_\_\_

**Set/Introduction:** *How will you state objective, focus learning, activate background experiences, and motivate students? What is the relationship to past and future learning and how does this lesson fit within the discipline?*

### **Learning Objectives**

*What are your objectives for student learning in this lesson? That is, what do you intend students to learn?*

*Academic Objectives:*

*Social/Emotional/Behavior Objectives:*

*Why have you chosen these objectives? Do objectives take into account diverse and individualized learning needs?*

**Standards Addressed:** *(Arkansas Frameworks or Common Core Standards - Include codes and expectations.)*

### **Procedures**

**Materials required:**

*What materials are required? Why these materials? Do you plan to utilize them in a meaningful way to reinforce skills & concepts?*

**Grouping for instruction:**

*How will you group students for instruction? Why have you chosen this grouping?*

**Teaching methods/Strategies:**

*Why these methods? How are you extending students' thinking? Are you incorporating technology into this lesson?*

**Activities planned:**

*Why these activities? How do they connect with the learning objective/outcome?*

**Special accommodations:**

*What students need specific accommodations in this lesson? What specific accommodations have you made for these student needs?*

**Closure**

*How will you bring closure to your lesson and review and restate your objective?*

**Evaluation**

*How and when do you plan to evaluate student learning on the content of this lesson?*

*Why have you chosen this approach to evaluation?*

*How is your evaluation tied to your lesson objective?*

*What (if any) documentation will you use? Attach a sample/copy to the lesson plan.*

**Self-evaluation and Reflection after teaching**

(Due within 24 hours of teaching lesson. Please be specific.)

1. Did you depart from your plans in anyway? If so, why?
2. Did your students meet the learning goals planned for this lesson? Why or why not? What evidence do you have that the learning goals were met?
3. How will use the evidence collected and today's experience to improve your future teaching?
4. If you were going to teach this class again to the same group of students, what would you do different and what would you do the same? What were your strengths and weaknesses?
5. Identify an individual or group of students who had difficulty in today's lesson. How do you account for this performance? How will/would you help this (these) student(s) achieve the learning goals? Be specific.
6. Identify an individual or group of students who did especially well with this lesson today. How do you account for this performance?
7. Please add any other comments, reactions, or questions about this lesson. For example, is there anything that you felt particularly good, frustrated, or confused about?

## Pathwise Class Profile

**Your Name:**

**School:**

**Mentor Teacher's Name:**

**Grade/Subject:**

**Please answer the following questions about student exceptionalities.**

How many total students are in the class?	
How many male students?	
How many female students?	
What is the student's age range?	
How many students are English Language Proficient?	
How many students are limited English Language Proficient?	
How many students are blind or visually impaired	
How many are deaf or hearing impaired?	
How many are developmentally disabled?	
How many are emotionally or behaviorally disabled?	
How many are gifted?	
How many are learning disabled?	
How many are physically disabled?	
Other? (please specify)	

**With respect to the following categories, how would you describe your students?**

How many students are American Indian or Alaska Native?	
Asian?	
Black or African American?	
Hispanic or Latino?	
Native Hawaiian or Other Pacific Islander?	
White?	
Other (please specify)	

**Please the answer the following questions to the best of your ability concerning the class in which you are either an observer or student intern.**

1. How do you become familiar with what your students already know, in terms of both skills and cultural resources they bring to a classroom? Why is it important to become familiar with what your students already know? Give some specific examples.
2. How do you (or the teacher in this classroom) communicate with parents or guardians of students in this class?

3. Is there anything about the learning environment that you think might affect your students or scheduled observations? (e.g. construction going on) If so please note here and/or on individual lesson plans turned in to observer.
4. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during observed lessons?
5. Are there any special circumstances that the observer needs to be aware of in order to understand what will occur during scheduled observations.
6. When you need assistance with your teaching skills or when you have difficulties with a student(s), with whom do you talk?
7. How do you coordinate learning activities with other colleagues?
8. How do you coordinate learning activities with your supervising teacher?
9. Please attach a sketch of the arrangement of the instructional space for your classroom.
10. Please attach a seating chart with the students' names or a list of students for the class to be observed.

## 2010 Pathwise Eval Form INTERN

### 1. Candidate Information

#### 1. Lyon College Practicum Pathwise Evaluation Form

Name:

Date:

Cooperating Teacher:

Grade/Subject:

Lyon Supervisor:

### 2. Pathwise Domain A - Organizing Content Knowledge for Student Learning

#### 1. A1: Becoming familiar with students' background knowledge and experiences.

- ☐ 3.0 TARGET: Demonstrates a comprehensive and clear understanding of the importance of familiarity with students' background experiences.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Some understanding of the importance of familiarity with students' background experiences.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Lacks understanding of the importance of familiarity with students' background experiences.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

#### 2. A2: Articulates clear learning goals for the lesson that are appropriate for the student.

- ☐ 3.0 TARGET: Clear learning goals with a well thought out explanation of why they are appropriate for the students OR clear learning goals and has differentiated for groups or individual students in the class.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Clear learning goals articulated that are appropriate for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Goals are not clear or are inappropriate for students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

**3. A3: Demonstrates an understanding of the connection between past, present and future content.**

- ☐ 3.0 TARGET: Accurately explains how content relates to previous or future lessons AND how the content fits within the structure of the discipline.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Accurately explains how content relates to previous or future lessons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Does not explain how content relates to previous/ future lessons or explanation is illogical or inaccurate.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

**4. A4: Selects methods, activities, and materials that are aligned with the lesson.**

- ☐ 3.0 TARGET: Methods, materials, and activities are aligned with goals and allow for differentiated learning experiences OR sound explanation is given for why single method or activity is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Methods, materials, and activities are aligned with lesson goals and are appropriate to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Methods, materials, and activities are unrelated to lesson goals or are inappropriate to students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

**5. A5: Selects evaluation procedures that are appropriate for students and aligned with the goals of the lesson.**

- ☐ 3.0 TARGET: Planned evaluation is aligned with lesson goals, appropriate to the students, and describes how results of the evaluation will be used in planning future instruction.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Planned evaluation is aligned with lesson goals and appropriate to the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Evaluation is inappropriate for lesson goals and/or for the students.
- ☐ 0.0 UNACCEPTABLE: No evaluation plan.

Additional comments:

### 3. Pathwise Domain B - Creating an Environment for Student Learning

#### 1. B1: Creates a climate that promotes fairness.

- ☐ 3.0 TARGET: Treats students fairly and actively encourages fairness among students.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Treats students fairly and does not accept unfair behavior among students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Unfair in the treatment of students OR tolerates unfair behavior among students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining fairness.

Additional comments:

#### 2. B2: Establishes and maintains rapport with students.

- ☐ 3.0 TARGET: Successfully establishes rapport in ways that are appropriate to students' diverse needs and backgrounds.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Establishes a basic level of rapport with students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to establish rapport OR teacher attempts are inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in attempting to establish rapport.

Additional comments:

#### 3. B3: Communicates challenging learning expectations to each student.

- ☐ 3.0 TARGET: Actively encourages students to meet challenging learning expectations.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Neutral - does not communicate negative expectations.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Communicates low expectations.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to meet challenging learning expectations.

Additional comments:



#### 4. B4: Establishes and maintains consistent standards of behavior.

- ☐ 3.0 TARGET: Consistent, reasonably successful responses to disruptive behavior and minor misbehavior OR student behavior is consistently appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Appropriate attempts to respond to disruptive behavior in a manner that demonstrates respect for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to respond to disruptive behavior or does not demonstrate respect for the students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining consistently appropriate student behavior.

Additional comments:

#### 5. B5: Makes the physical environment as safe and conducive to learning as possible.

- ☐ 3.0 TARGET: Physical environment is used as a resource and all students' needs are met. Effectively adjusts to the environment when it can't be changed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Physical environment is safe and does not interfere with learning.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Environment is unsafe or interferes with learning.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining a safe physical environment conducive to learning.

Additional comments:

### 4. Pathwise Domain C - Teaching for Student Learning

#### 1. C1: Makes learning goals and instructional procedures clear to students.

- ☐ 3.0 TARGET: Provides accurate information and students seem to understand fully; all students, including those who have trouble initially, can carry out the procedures.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Provides clear, accurate information about goals and procedures, and most of the students seem to understand.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Provides no information, confusing information, or inaccurate information about goals or procedures.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear goals and procedures.

Additional comments:

## 2. C2: Makes content comprehensible to students.

- ☐ 3.0 TARGET: Lesson content is accurate and appears to be comprehensible to students, and the lesson has a logical and coherent structure.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Content is accurate and appears to be comprehensible to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Content appears to be incomprehensible or contains substantive inaccuracies.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear content.

Additional comments:

## 3. C3: Encourages students to extend thinking.

- ☐ 3.0 TARGET: Encourages students to extend thinking through activities or strategies specifically designed or chosen with this intent.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Encourages students to think independently, creatively, or critically in the context of the content being studied.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Discourages students from thinking independently, creatively, or critically.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to extend thinking.

Additional comments:

## 4. C4: Monitors students' understanding through a variety of means. Provides feedback and adjusts learning activities as the situation demands.

- ☐ 3.0 TARGET: Monitors individuals' or groups' understanding, provides substantive and specific feedback as necessary, and makes appropriate instructional adjustments as needed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Monitors students' understanding of content and provides feedback as necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Makes no attempt to determine whether students understand and/or gives no feedback.
- ☐ 0.0 UNACCEPTABLE: No progress made in monitoring students' understanding of content or providing appropriate feedback.

Additional comments:

### 5. C5: Uses instructional time effectively.

- ☐ 3.0 TARGET: Entire instructional time is spent on activities with instructional value; non-instructional procedures are conducted efficiently; pacing is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Pacing of lesson is appropriate for most students and non-instructional tasks do not occupy an excessive amount of time.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Substantial time on activities of little instructional value OR pacing inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in using instructional time effectively.

Additional comments:

## 5. Pathwise Domain D - Teacher Professionalism

### 1. D1: Reflects on the extent to which the learning goals were met.

- ☐ 3.0 TARGET: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction while supporting his or her judgments with specific evidence from the observed lesson.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Relates reflection to learning goals OR to future instruction.
- ☐ 0.0 UNACCEPTABLE: Does not relate reflection to learning goals and future instruction.

Additional comments:

### 2. D2: Demonstrates a sense of efficacy.

- ☐ 3.0 Suggests specific, practical actions that he or she intends to take to address specific learning needs of students.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Tries to help but can't suggest specific, practical actions beyond those already tried.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Suggestions are not addressed to specific learning needs of students.
- ☐ 0.0 UNACCEPTABLE: No attempt to help.

Additional comments:

**3. D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities.**

- ☐ 3.0 TARGET: Demonstrates knowledge of resources and collaborates to coordinate learning activities or address other teaching concerns.
- ☐ 2.5 Above level 2.0, but below 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of resources and attempts to consult when necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of resources or does not attempt to consult even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious needs for resources or consultations.

Additional comments:

**4. D4: Communicates with parents or guardians about student learning**

- ☐ 3.0 TARGET: Describes specific situations in which he or she has communicated or WOULD communicate with parents or guardians regarding specific students OR provides physical evidence of the forms of communication she or he has used.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of forms of communication for various reasons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of communication methods or does not attempt to communicate even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious need for parent or guardian communication.

Additional comments:

**5. Summary/Recommendations from Lyon College Supervisor:**

## 6. Information from Mentor Teacher

### 1. Candidate is punctual and dependable.

- ☐ 3.0 TARGET: Candidate keeps to schedule and is always punctual and rarely/never absent. Any exceptions are communicated in advance and/or explained.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Rarely absent or tardy and exceptions were explained or communicated in advance; keeps to schedule.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Questionable attendance and punctuality; little or no explanation or communication; does not follow agreed upon schedule.
- ☐ 0.0 UNACCEPTABLE: Candidate's attendance and punctuality do not demonstrate a desire to continue in teacher education.

Additional comments:

### 2. Candidate cooperates with mentor teacher and others.

- ☐ 3.0 TARGET: Candidate works well with mentor teachers and others and is very cooperative.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate is cooperative.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires some growth and practice in cooperating with others in the school setting.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of cooperation does not demonstrate a desire to succeed in teaching.

Additional comments:

### 3. Candidate adjusts to individual learning differences and demonstrates an understanding of children from different backgrounds.

- ☐ 3.0 TARGET: Candidate can adjust instruction to individual learning differences and is sensitive to the needs of children from different backgrounds.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate is sensitive to differences in learners and understands that background experiences are important.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires growth and practice to fully understand differences in learners and the importance of their background experiences.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of sensitivity to individual students' differences does not demonstrate a desire to succeed in teaching ALL students.

Additional comments:

**4. Candidate's general appearance, dress, and grooming are appropriate.**

- ☐ 3.0 TARGET: Candidate's general appearance, dress, and grooming are appropriate and meet or exceed the dress code at all times.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate follows the dress code and is appropriate in appearance and grooming.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate's appearance has not always been appropriate for the classroom. (please explain)
- ☐ 0.0 UNACCEPTABLE: Candidate's appearance and/or grooming do not demonstrate a desire to succeed in teaching.

Additional comments:

**5. Candidate communicates well and uses standard English.**

- ☐ 3.0 TARGET: Candidate has excellent command of English grammar and usage, and communication skills are effective and well-developed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate follows the rules for standard English and has little difficulty writing or speaking.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate has made obvious errors in English usage or needs to improve in his/her overall communication skills.
- ☐ 0.0 UNACCEPTABLE: Candidate's communication skills are not sufficient to succeed in teaching.

Additional comments:

**6. Candidate shows professional promise, knows subject matter and is able to motivate students.**

- ☐ 3.0 TARGET: Candidate demonstrates the knowledge, skills, and dispositions expected of an independent, beginning teacher.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate demonstrates the knowledge, skills, and dispositions of a beginning teacher and requires only modest assistance.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate needs assistance and requires growth and practice to improve in knowledge, skills, and dispositions.
- ☐ 0.0 UNACCEPTABLE: Candidate does not demonstrate the knowledge, skills or dispositions to succeed in teaching.

Additional comments:

**7. Summary/Recommendations from Mentor Teacher:**

**8. Mentor Teacher's Name/Signature:**

**9. Overall score out of \_\_\_\_\_/50 points possible:**

# 2010 Pathwise Eval Form PRACTICUM

## 1. Candidate Information

### 1. Lyon College Practicum Pathwise Evaluation Form

Name:

Date:

Cooperating Teacher:

Grade/Subject:

Lyon Supervisor:

## 2. Pathwise Domain A - Organizing Content Knowledge for Student Learning

### 1. A1: Becoming familiar with students' background knowledge and experiences.

- ☐ 2.0 ACCEPTABLE: Some understanding of the importance of familiarity with students' background experiences.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Lacks understanding of the importance of familiarity with students' background experiences.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

### 2. A2: Articulates clear learning goals for the lesson that are appropriate for the student.

- ☐ 2.0 ACCEPTABLE: Clear learning goals articulated that are appropriate for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Goals are not clear or are inappropriate for students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

### 3. A3: Demonstrates an understanding of the connection between past, present and future content.

- ☐ 2.0 ACCEPTABLE: Accurately explains how content relates to previous or future lessons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Does not explain how content relates to previous/ future lessons or explanation is illogical or inaccurate.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:



**4. A4: Selects methods, activities, and materials that are aligned with the lesson.**

- ☐ 2.0 ACCEPTABLE: Methods, materials, and activities are aligned with lesson goals and are appropriate to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Methods, materials, and activities are unrelated to lesson goals or are inappropriate to students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

**5. A5: Selects evaluation procedures that are appropriate for students and aligned with the goals of the lesson.**

- ☐ 2.0 ACCEPTABLE: Planned evaluation is aligned with lesson goals and appropriate to the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Evaluation is inappropriate for lesson goals and/or for the students.
- ☐ 0.0 UNACCEPTABLE: No evaluation plan.

Additional comments:

**3. Pathwise Domain B - Creating an Environment for Student Learning**

**1. B1: Creates a climate that promotes fairness.**

- ☐ 2.0 ACCEPTABLE: Treats students fairly and does not accept unfair behavior among students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Unfair in the treatment of students OR tolerates unfair behavior among students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining fairness.

Additional comments:

**2. B2: Establishes and maintains rapport with students.**

- ☐ 2.0 ACCEPTABLE: Establishes a basic level of rapport with students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to establish rapport OR teacher attempts are inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in attempting to establish rapport.

Additional comments:

### 3. B3: Communicates challenging learning expectations to each student.

- ☐ 2.0 ACCEPTABLE: Neutral - does not communicate negative expectations.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Communicates low expectations.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to meet challenging learning expectations.

Additional comments:

### 4. B4: Establishes and maintains consistent standards of behavior.

- ☐ 2.0 ACCEPTABLE: Appropriate attempts to respond to disruptive behavior in a manner that demonstrates respect for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to respond to disruptive behavior or does not demonstrate respect for the students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining consistently appropriate student behavior.

Additional comments:

### 5. B5: Makes the physical environment as safe and conducive to learning as possible.

- ☐ 2.0 ACCEPTABLE: Physical environment is safe and does not interfere with learning.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Environment is unsafe or interferes with learning.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining a safe physical environment conducive to learning.

Additional comments:

## 4. Pathwise Domain C - Teaching for Student Learning

### 1. C1: Makes learning goals and instructional procedures clear to students.

- ☐ 2.0 ACCEPTABLE: Provides clear, accurate information about goals and procedures, and most of the students seem to understand.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Provides no information, confusing information, or inaccurate information about goals or procedures.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear goals and procedures.

Additional comments:

**2. C2: Makes content comprehensible to students.**

- ☐ 2.0 ACCEPTABLE: Content is accurate and appears to be comprehensible to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Content appears to be incomprehensible or contains substantive inaccuracies.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear content.

Additional comments:

**3. C3: Encourages students to extend thinking.**

- ☐ 2.0 ACCEPTABLE: Encourages students to think independently, creatively, or critically in the context of the content being studied.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Discourages students from thinking independently, creatively, or critically.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to extend thinking.

Additional comments:

**4. C4: Monitors students' understanding through a variety of means. Provides feedback and adjusts learning activities as the situation demands.**

- ☐ 2.0 ACCEPTABLE: Monitors students' understanding of content and provides feedback as necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Makes no attempt to determine whether students understand and/or gives no feedback.
- ☐ 0.0 UNACCEPTABLE: No progress made in monitoring students' understanding of content or providing appropriate feedback.

Additional comments:

**5. C5: Uses instructional time effectively.**

- ☐ 2.0 ACCEPTABLE: Pacing of lesson is appropriate for most students and non-instructional tasks do not occupy an excessive amount of time.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Substantial time on activities of little instructional value OR pacing inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in using instructional time effectively.

Additional comments:

## 5. Pathwise Domain D - Teacher Professionalism

### 1. D1: Reflects on the extent to which the learning goals were met.

- ☐ 2.0 ACCEPTABLE: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Relates reflection to learning goals OR to future instruction.
- ☐ 0.0 UNACCEPTABLE: Does not relate reflection to learning goals and future instruction.

Additional comments:

### 2. D2: Demonstrates a sense of efficacy.

- ☐ 2.0 ACCEPTABLE: Tries to help but can't suggest specific, practical actions beyond those already tried.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Suggestions are not addressed to specific learning needs of students.
- ☐ 0.0 UNACCEPTABLE: No attempt to help.

Additional comments:

### 3. D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities.

- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of resources and attempts to consult when necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of resources or does not attempt to consult even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious needs for resources or consultations.

Additional comments:

#### 4. D4: Communicates with parents or guardians about student learning

- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of forms of communication for various reasons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of communication methods or does not attempt to communicate even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious need for parent or guardian communication.

Additional comments:

#### 5. Summary/Recommendations from Lyon College Supervisor:

### 6. Information from Mentor Teacher

#### 1. Candidate is punctual and dependable.

- ☐ 2.0 ACCEPTABLE: Rarely absent or tardy and exceptions were explained or communicated in advance; keeps to schedule.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Questionable attendance and punctuality; little or no explanation or communication; does not follow agreed upon schedule.
- ☐ 0.0 UNACCEPTABLE: Candidate's attendance and punctuality do not demonstrate a desire to continue in teacher education.

Additional comments:

#### 2. Candidate cooperates with mentor teacher and others.

- ☐ 2.0 ACCEPTABLE: Candidate is cooperative.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires some growth and practice in cooperating with others in the school setting.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of cooperation does not demonstrate a desire to succeed in teaching.

Additional comments:

**3. Candidate adjusts to individual learning differences and demonstrates an understanding of children from different backgrounds.**

- ☐ 2.0 ACCEPTABLE: Candidate is sensitive to differences in learners and understands that background experiences are important.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires growth and practice to fully understand differences in learners and the importance of their background experiences.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of sensitivity to individual students' differences does not demonstrate a desire to succeed in teaching ALL students.

Additional comments:

**4. Candidate's general appearance, dress, and grooming are appropriate.**

- ☐ 2.0 ACCEPTABLE: Candidate follows the dress code and is appropriate in appearance and grooming.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate's appearance has not always been appropriate for the classroom. (please explain)
- ☐ 0.0 UNACCEPTABLE: Candidate's appearance and/or grooming do not demonstrate a desire to succeed in teaching.

Additional comments:

**5. Candidate communicates well and uses standard English.**

- ☐ 2.0 ACCEPTABLE: Candidate follows the rules for standard English and has little difficulty writing or speaking.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate has made obvious errors in English usage or needs to improve in his/her overall communication skills.
- ☐ 0.0 UNACCEPTABLE: Candidate's communication skills are not sufficient to succeed in teaching.

Additional comments:

**6. Candidate shows professional promise, knows subject matter and is able to motivate students.**

- ☐ 2.0 ACCEPTABLE: Candidate demonstrates the knowledge, skills, and dispositions of a beginning teacher and requires only modest assistance.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate needs assistance and requires growth and practice to improve in knowledge, skills, and dispositions.
- ☐ 0.0 UNACCEPTABLE: Candidate does not demonstrate the knowledge, skills or dispositions to succeed in teaching.

Additional comments:

**7. Summary/Recommendations from Mentor Teacher:**

**8. Mentor Teacher's Name/Signature:**

**9. Overall score out of \_\_\_\_\_/50 points possible:**

*Appendix G*

**Weekly Conference Forms**

**Date:**

**Intern Name:**

**Mentor Name:**

List of Intern Teaching Responsibilities for the Week:

Intern Question(s) for the Mentor:

Mentor Comments:



## Appendix H

## Student Internship Record of Teaching Hours

Name\_\_\_\_\_

Mentor Teacher\_\_\_\_\_

School \_\_\_\_\_

Grade/Subject\_\_\_\_\_

[illegible]

Note: An excel spreadsheet will be provided on the Teacher Education web page for intern use in documenting and tabulating clock hours.

*Appendix I*



Contact Information Form	
Name:	
Address:	
Home Phone:	
Alternate Phone:	
School Phone:	
Preferred Email:	

**Please check all that apply.**

I prefer to be contacted by:

- ☐ Email
- ☐ Cell phone
  - ☐ I do allow text messages.
  - ☐ I do not allow text messages.
- ☐ School phone
- ☐ Home phone
- ☐ School visit
- ☐ Any of the above marked methods are fine.

**Please only contact me by phone between the hours of \_\_\_\_\_ a.m. and \_\_\_\_\_ p.m.**

- ☐ I do check email frequently.
- ☐ I do not check email frequently.

**Other Comments:**

## 2010 Mentor FINAL Eval of Intern and Program

### 1. Evaluate Lyon's Teacher Education Program

Colleagues –

Thank you for your willingness to host a Lyon College student intern. Your role in developing future educators is both significant and influential. As a small token of our very great appreciation, you will soon receive a modest honorarium in the mail. However, in order to process it, you will need to fill out and return this information. We are asking for your impressions of our teacher preparation program. We are striving to make improvements to our program and value your feedback!

Again, please accept our deepest appreciation for your collaboration with our teacher preparation program.

Sincerely,

Kathy Price, Ed.D.  
Director of Teacher Education

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS AND COMMENT ON THEM AS YOU CHOOSE. ALL INFORMATION WILL BE USED TO IMPROVE THE PROGRAM AND WILL BE TREATED CONFIDENTIALLY.

**\* 1. Please provide the following contact information:**

Name:   
School:   
Address:   
Address 2:   
City/Town:   
State:   
ZIP:

**2. My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:**

- ☐ A. Excellent  
☐ B. Good  
☐ C. Fair  
☐ D. Poor

**3. The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

## 2010 Mentor FINAL Eval of Intern and Program

**4. Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively, and I was given advice, feedback, or assistance in a timely manner if requested.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**5. I felt respected by the Lyon College Faculty Member.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**6. I would consider working with Lyon College teacher education students again in the future.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**7. I felt the Lyon College Faculty member visited the student intern and/or my classroom**

- ☐ A. about the right number of times  
☐ B. Too frequently  
☐ C. Not enough

**8. Please comment on what you consider to be the STRONGEST aspect of Lyon's Teacher Education program:**

**9. Please comment on what you consider to be the WEAKEST aspect of Lyon's Teacher Education program:**

**10. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education program?**

## 2010 Mentor FINAL Eval of Intern and Program

### 2. Evaluate Your Lyon INTERN

Again, thank you for hosting a Lyon College Intern. In the following sections, please choose the response for each criterion that you feel most closely represents the intern's ability AT THIS TIME. We also invite any additional comments that you might have regarding your intern's performance. Please evaluate your intern's abilities as honestly as possible so that we have a clear picture of his or her preparedness for entering the teaching profession.

### 3. Pathwise Domain A - Organizing Content Knowledge for Student Learning

#### 1. A1: Becoming familiar with students' background knowledge and experiences.

- ☐ 3.0 TARGET: Demonstrates a comprehensive and clear understanding of the importance of familiarity with students' background experiences.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Some understanding of the importance of familiarity with students' background experiences.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Lacks understanding of the importance of familiarity with students' background experiences.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

#### 2. A2: Articulates clear learning goals for the lesson that are appropriate for the student.

- ☐ 3.0 TARGET: Clear learning goals with a well thought out explanation of why they are appropriate for the students OR clear learning goals and has differentiated for groups or individual students in the class.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Clear learning goals articulated that are appropriate for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Goals are not clear or are inappropriate for students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 3. A3: Demonstrates an understanding of the connection between past, present and future content.

- ☐ 3.0 TARGET: Accurately explains how content relates to previous or future lessons AND how the content fits within the structure of the discipline.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Accurately explains how content relates to previous or future lessons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Does not explain how content relates to previous/ future lessons or explanation is illogical or inaccurate.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

### 4. A4: Selects methods, activities, and materials that are aligned with the lesson.

- ☐ 3.0 TARGET: Methods, materials, and activities are aligned with goals and allow for differentiated learning experiences OR sound explanation is given for why single method or activity is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Methods, materials, and activities are aligned with lesson goals and are appropriate to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Methods, materials, and activities are unrelated to lesson goals or are inappropriate to students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 5. A5: Selects evaluation procedures that are appropriate for students and aligned with the goals of the lesson.

- ☐ 3.0 TARGET: Planned evaluation is aligned with lesson goals, appropriate to the students, and describes how results of the evaluation will be used in planning future instruction.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Planned evaluation is aligned with lesson goals and appropriate to the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Evaluation is inappropriate for lesson goals and/or for the students.
- ☐ 0.0 UNACCEPTABLE: No evaluation plan.

Additional comments:

## 4. Pathwise Domain B - Creating an Environment for Student Learning

### 1. B1: Creates a climate that promotes fairness.

- ☐ 3.0 TARGET: Treats students fairly and actively encourages fairness among students.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Treats students fairly and does not accept unfair behavior among students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Unfair in the treatment of students OR tolerates unfair behavior among students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining fairness.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 2. B2: Establishes and maintains rapport with students.

- ☐ 3.0 TARGET: Successfully establishes rapport in ways that are appropriate to students' diverse needs and backgrounds.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Establishes a basic level of rapport with students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to establish rapport OR teacher attempts are inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in attempting to establish rapport.

Additional comments:

### 3. B3: Communicates challenging learning expectations to each student.

- ☐ 3.0 TARGET: Actively encourages students to meet challenging learning expectations.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Neutral - does not communicate negative expectations.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Communicates low expectations.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to meet challenging learning expectations.

Additional comments:

### 4. B4: Establishes and maintains consistent standards of behavior.

- ☐ 3.0 TARGET: Consistent, reasonably successful responses to disruptive behavior and minor misbehavior OR student behavior is consistently appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Appropriate attempts to respond to disruptive behavior in a manner that demonstrates respect for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to respond to disruptive behavior or does not demonstrate respect for the students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining consistently appropriate student behavior.

Additional comments:



## 2010 Mentor FINAL Eval of Intern and Program

### 5. B5: Makes the physical environment as safe and conducive to learning as possible.

- ☐ 3.0 TARGET: Physical environment is used as a resource and all students' needs are met. Effectively adjusts to the environment when it can't be changed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Physical environment is safe and does not interfere with learning.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Environment is unsafe or interferes with learning.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining a safe physical environment conducive to learning.

Additional comments:

## 5. Pathwise Domain C - Teaching for Student Learning

### 1. C1: Makes learning goals and instructional procedures clear to students.

- ☐ 3.0 TARGET: Provides accurate information and students seem to understand fully; all students, including those who have trouble initially, can carry out the procedures.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Provides clear, accurate information about goals and procedures, and most of the students seem to understand.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Provides no information, confusing information, or inaccurate information about goals or procedures.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear goals and procedures.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 2. C2: Makes content comprehensible to students.

- ☐ 3.0 TARGET: Lesson content is accurate and appears to be comprehensible to students, and the lesson has a logical and coherent structure.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Content is accurate and appears to be comprehensible to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Content appears to be incomprehensible or contains substantive inaccuracies.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear content.

Additional comments:

### 3. C3: Encourages students to extend thinking.

- ☐ 3.0 TARGET: Encourages students to extend thinking through activities or strategies specifically designed or chosen with this intent.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Encourages students to think independently, creatively, or critically in the context of the content being studied.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Discourages students from thinking independently, creatively, or critically.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to extend thinking.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 4. C4: Monitors students' understanding through a variety of means. Provides feedback and adjusts learning activities as the situation demands.

- ☐ 3.0 TARGET: Monitors individuals' or groups' understanding, provides substantive and specific feedback as necessary, and makes appropriate instructional adjustments as needed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Monitors students' understanding of content and provides feedback as necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Makes no attempt to determine whether students understand and/or gives no feedback.
- ☐ 0.0 UNACCEPTABLE: No progress made in monitoring students' understanding of content or providing appropriate feedback.

Additional comments:

### 5. C5: Uses instructional time effectively.

- ☐ 3.0 TARGET: Entire instructional time is spent on activities with instructional value; non-instructional procedures are conducted efficiently; pacing is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Pacing of lesson is appropriate for most students and non-instructional tasks do not occupy an excessive amount of time.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Substantial time on activities of little instructional value OR pacing inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in using instructional time effectively.

Additional comments:

## 6. Pathwise Domain D - Teacher Professionalism

### 1. D1: Reflects on the extent to which the learning goals were met.

- ☐ 3.0 TARGET: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction while supporting his or her judgments with specific evidence from the observed lesson.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Relates reflection to learning goals OR to future instruction.
- ☐ 0.0 UNACCEPTABLE: Does not relate reflection to learning goals and future instruction.

Additional comments:

### 2. D2: Demonstrates a sense of efficacy.

- ☐ 3.0 Suggests specific, practical actions that he or she intends to take to address specific learning needs of students.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Tries to help but can't suggest specific, practical actions beyond those already tried.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Suggestions are not addressed to specific learning needs of students.
- ☐ 0.0 UNACCEPTABLE: No attempt to help.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 3. D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities.

- ☐ 3.0 TARGET: Demonstrates knowledge of resources and collaborates to coordinate learning activities or address other teaching concerns.
- ☐ 2.5 Above level 2.0, but below 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of resources and attempts to consult when necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of resources or does not attempt to consult even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious needs for resources or consultations.

Additional comments:

### 4. D4: Communicates with parents or guardians about student learning

- ☐ 3.0 TARGET: Describes specific situations in which he or she has communicated or WOULD communicate with parents or guardians regarding specific students OR provides physical evidence of the forms of communication she or he has used.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of forms of communication for various reasons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of communication methods or does not attempt to communicate even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious need for parent or guardian communication.

Additional comments:

### 5. Summary/Recommendations from Lyon College Supervisor:

## 7. Final Recommendation from Mentor Teacher

### 1. Please select an answer from the following choices.

- ☐ I would be comfortable recommending this intern for a teacher's license in our state.
- ☐ I would not be comfortable recommending this intern for a license in our state.
- ☐ I prefer not to answer this question.

Summary comments/recommendation

## Recommendation Form for 2011-12 Internship

### 1. Lyon College Teacher Education Applicant Information

\* 1. Name of applicant:

### 2. Candidate Rating

You have been asked to provide a recommendation for a student who is applying for admission to the Lyon College Teacher Education Program. Please complete this form by checking the appropriate box for each statement that follows.

\* 2. THIS CANDIDATE . . .

	Satisfactory for teaching	Should be reviewed	Should NOT teach	No opportunity to observe
demonstrates proficiency in reading, writing, speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates intellectual ability in a liberal arts major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates skills in organization, planning, and time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
displays enthusiasm for the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is committed to lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize research, reflection, and assessment to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will respect, accept, and support ALL students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize technology as an instructional tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appreciates the need for effective communication and is able to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to collaborate effectively with colleagues in cooperative teaching/learning teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to use a variety of teaching/learning strategies at the appropriate developmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will strive to create and maintain a positive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Additional Comments:

## Recommendation Form for 2011-12 Internship

### 3. Summary Recommendation

**\* 4. Based on your knowledge of the candidate in a general sense, please indicate your evaluation of his/her suitability for admission to the Lyon College Teacher Education Program by checking the appropriate statement below.**

☐ I recommend this candidate without reservations.

☐ I recommend this candidate with reservations.

☐ I do not recommend this candidate

**\* 5. Please provide the following information about yourself.**

Name:

Title/Position:

How long have you known  
this applicant?

Email address or phone  
number



## **Arkansas ACT 703**

The Arkansas State Legislature recently passed ACT 703 in the 86<sup>th</sup> General Assembly which makes teachers responsible for reporting child abuse even more directly than in the past.

**These are the portions of the ACT that affect teacher education. All teachers need to be aware of their responsibility to protect children and youth. You are a mandated reporter.**

SECTION 3. Arkansas Code Title 6, Chapter 61, Subtitle 1 is amended to add an additional section to read as follows:

6-21-131. Training for mandatory reporters.

For each degree program at an institution of higher learning in this state that is a prerequisite for licensure or certification in a profession in which the professional is a child maltreatment mandated reporter under the Child Maltreatment Act, § 12-1-2-501 et seq., the Department of Higher Education shall coordinate with all the higher education institutions to ensure that before receiving a degree each graduate receives, including without limitation, training in:

- (1) Recognizing the signs and symptoms of child abuse and neglect;
- (2) The legal requirements of the Child Maltreatment Act, §12-1-2-501 et seq., and the duties of mandated reporters under the act; and
- (3) Methods for managing disclosures regarding child victims.

SECTION 9. Arkansas Code § 12-12-507(b), concerning reports of 36 suspected abuse or neglect, is amended to read as follows:

- (1) When any individual listed in subdivision (b)(4) of this section has reasonable cause to suspect that a child has been subjected to child maltreatment or has died as a result of child maltreatment or observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, he or she shall immediately notify the child abuse hotline by telephone call, facsimile transmission, or online reporting.
- (2) The Child Abuse Hotline shall review the information received under subdivision of this section to determine if the information rises to the minimum standards for investigation under this subchapter.
- (3) (A) Facsimile transmission and online reporting may be used in non-emergency situations by an identified reporter who provides the following contact information:
  - (i) Name and phone number; and
  - (ii) In the case of online reporting, the email address of the identified reporter.

(B) The hotline shall provide confirmation of the receipt of a facsimile transmission via a return facsimile transmission or via online receipt.

(C) A mandated reporter who wishes to remain anonymous shall make the report through the child abuse hot line toll-free telephone system.

**(4) The following individuals are mandated reporters under this subsection:**

- (1) Any child care worker or foster care worker;
- (2) A coroner;
- (3) A day care center worker;
- (4) A dentist;
- (5) A dental hygienist;
- (6) A domestic abuse advocate;
- (7) A domestic violence shelter employee;
- (8) A domestic violence shelter volunteer;
- (9) An employee of the Department of Health and Human Services;
- (10) An employee working under contract for the Division of Youth Services of the Department of Health and Human Services;
- (11) Any foster parent;
- (12) A judge;
- (13) A law enforcement official;
- (14) A licensed nurse;
- (15) Any medical personnel who may be engaged in the admission, examination, care, or treatment of persons;
- (16) A mental health professional;
- (17) An osteopath;
- (18) A peace officer;
- (19) A physician;
- (20) A prosecuting attorney;
- (21) A resident intern;
- (22) A school counselor;
- (23) A school official;
- (24) A social worker;
- (25) A surgeon;
- (26) A teacher;

SECTION 10. Arkansas Code § 12-12-507(c), concerning prohibitions on interference with reports of child abuse, is amended to read as follows:

- (1) No privilege or contract shall prevent anyone from reporting child maltreatment when he or she is a mandated reporter as required by this section.
- (2) No school, Head Start program, or day care facility shall prohibit an employee or volunteer from directly reporting child maltreatment to the child abuse hotline.
- (3) No school, Head Start program, or day care facility shall require an employee or volunteer to obtain permission or notify any person, including an employee or supervisor, before reporting child maltreatment to the child abuse hotline.

SECTION 13. Arkansas Code Title 16, Chapter 10, Subchapter 1 is amended to add an additional section to read as follows:

**16-10-138. Mandatory reporter training.**

- (a) The Administrative Office of the Courts shall develop a web based curriculum concerning mandatory reporter training that will include without limitation:

- (1) The signs and symptoms of abuse;
- (2) Training on the specifics that are required to be reported under law and rules; and
- (3) The managing of disclosures.

(b) The Department of Health and Human Services shall serve as the host for the web based curriculum developed by the Administrative Office of the Courts.

## **Arkansas Code of Ethics**

**These rules governing the Code of Ethics for Arkansas Educators were adopted in June, 2008.**

### **ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS June 9, 2008**

#### **1.00 Title**

- 1.01 These rules shall be known as the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.

#### **2.00 Regulatory Authority**

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422 (Act 846 of 2007) and 25-15-201 et seq.

#### **3.00 Purpose**

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define Standards of professional conduct and to outline procedures for investigations and enforcement of the Code.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

#### **4.00 Definitions**

For the purposes of these rules, the following terms mean:

- 4.01 **Complaint** is any validated, written and signed statement from the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state filed with the Professional Licensure Standards Board alleging that an educator has breached one or more of the Standards in the Code of Ethics for Educators.

- 4.02 **Conviction** includes a plea of guilty or a plea of *no lo contend ere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 4.03 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 4.04 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 4.05 **Educator** is a teacher, school or school system administrator or other education personnel who has been issued a teaching license by the Arkansas State Board of Education. For the purposes of the Code, *educator* **also refers to a licensed student intern,**
- 4.06 **Monitoring** is at a minimum a semi-annual appraisal of the educator's conduct by the Professional Licensure Standards Board through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check or other requested information. The Arkansas State Board of Education specifies the length of the monitoring period.
- 4.07 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the Arkansas State Board of Education. Generally, a license under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 4.08 **Reprimand** is a written admonishment from the Arkansas State Board of Education to the license holder for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator and is associated with a monetary fine of the educator.
- 4.09 **Revocation** is the permanent invalidation of any teaching license held by the educator.
- 4.10 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 4.11 **Student** is any individual enrolled in the state's public or private schools from pre-kindergarten through grade 12.
- 4.12 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the Arkansas State Board of Education.

- 4.13 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Arkansas State Board of Education.
- 4.14 **Warning** is a written communication from the Arkansas State Board of Education to the license holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator.

## **5.00 Standards of Professional Conduct**

The Standards of Professional Conduct are set forth as follows:

- 5.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 5.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**
- 5.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 5.04 **Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.**
- 5.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**
- 5.06 **Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.**
- 5.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.**

## **6.00 Disciplinary Action.**

- 6.01 The Professional Licensure Standards Board (Board) is authorized to recommend to the State Board probation, suspension, revocation or denial of a teaching license or the issuance of a reprimand or warning after an investigation is held after notice and an opportunity for a hearing are provided to the license holder. The Board is also authorized to recommend other avenues to assist the educator via training, coursework or rehabilitative treatment. (All costs would be assumed by the educator.) The State Board of Education may direct the Arkansas Department of Education to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a teaching license:

- An initial determination that there is probable cause to believe a breach of any of the Standards of the Code of Ethics in Section 5.00 or any conduct described in the offenses set forth in A.C.A. §§ 6-17-410 (c) (1) – (34) has occurred.
  - A failure to comply with the payment of any imposed fines.
  - Disciplinary action against a teaching license/certificate in another state on grounds consistent with unethical conduct specified in Section 5.00 or as stated in the bullets above in 6.01 of these rules.
- 6.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.
- 6.03 The Arkansas State Board of Education shall notify local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported by the Arkansas Department of Education to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

## **7.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations**

- 7.01 In considering and investigating complaints brought before it, the Professional Licensure Standards Board shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

## **8.00 Fines and Fees**

- 8.01 The State Board of Education, for violations of these Standards of Professional Conduct in all areas and as authorized by Ark. Code Ann. § 6-17-422 (Act 846 of 2007):
- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
  - b. Shall impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
  - c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.

## **Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations**

### **1. Complaint Received by the PLSB:**

A *complaint* will be deemed a request to investigate. Except as provided in section iv. below, a request for investigation may be a written and validated signed statement of allegations filed with the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state which may be filed with the Professional Licensure Standards Board (PLSB). The request for investigation will be validated (i.e., verified as actually

being submitted by the requestor) by the agency listed above with which it is filed and forwarded as a complaint by that agency to the PLSB. When appropriate, the PLSB will provide a copy of the complaint to the superintendent or the president of the local school board (if the educator in question is the superintendent of the district) where the educator is employed.

- i. The Ethics Review Sub-Committee determines whether to investigate.
- ii. Letter sent to complainant about disposition of complaint.
- iii. Letter sent to Superintendent or President of the local school board if appropriate about disposition of complaint.
- iv. The following will automatically go to the sub-committee to open an investigation:
  - a) An affirmative answer concerning criminal or ethical violations on a licensure application.
  - b) Confirmation from the Arkansas State Police or the FBI, regarding criminal convictions.

## **2. Investigation Initiated by Professional Licensure Standards Board (PLSB)**

- i. A letter will be sent to the educator requesting information/statement.
- ii. An Investigation is conducted.
- iii. An Investigative Summary will be sent to the Ethics Sub-Committee.

## **3. Probable Cause Determination Made**

- i. The Ethics Sub-Committee determines if *probable cause* exists to take a recommendation to the State Board of Education for disciplinary action and, if so, what action.

## **4. Proposed Action or Hearing Offered**

- i. A letter sent notifying the educator and the school district, if appropriate, of proposed PLSB action and the reason for the proposed action.
- ii. Educator may consent to the proposed action or may request a hearing before the Ethic Sub-Committee of the PLSB.
- iii. If an educator does not respond in thirty (30) days, the proposed action becomes a final decision recommended for Arkansas State Board of Education (SBE) action.

## **5. PLSB Evidentiary Hearing**

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Sub-Committee of the PLSB within ninety (90) days, but no earlier than thirty (30) days, from the date that the PLSB receives the educator's hearing request. Either party may request additional time subject to the subcommittee's approval
- ii. A decision by the Sub-Committee will be made.
- iii. The educator will be notified in writing of the Sub-Committee's decision. The educator may accept the initial decision or request a hearing before the SBE.

## **6. Evidentiary Hearing Procedures of the PLSB Sub-Committee**

- i. The educator shall be notified in writing of the date, time and location of the Ethics Sub-Committee of the Professional Licensure Standards Board (PLSB) meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the sub-committee for consideration.
- ii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the sub-committee. The chairperson of the subcommittee, may grant additional time to either or both parties, if necessary.
- iii. Each party will have the opportunity, should it so choose, to make an opening statement. The

statement shall be no longer than five (5) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in ii. above.

iv. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the hearing subcommittee of the Board first.

v. Any written documents, photographs or any other items of evidence may be presented to the hearing subcommittee with the permission of the Chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator's Exhibit Number 1 (et seq.)." After an item of evidence has been allowed to be presented to the hearing subcommittee by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.

vi. After one party has questioned a witness, the other party shall have the same opportunity.

vii. Members of the hearing subcommittee shall also have the opportunity to ask questions of any witness or any party.

viii. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

ix. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

x. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired.

xi. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired.

xii. After closing statements have been made (or the opportunity to make them has been waived), the hearing subcommittee may orally announce its decision. Alternatively, the hearing subcommittee may take the case under advisement and render a written decision at a later time.

xiii. A written decision reflecting the hearing subcommittee's final decision and recommendation shall be promptly prepared by the PLSB for the chairperson of the hearing subcommittee's signature. A copy of the decision and recommendation shall be timely transmitted to the educator, the PLSB and the SBE.

xiv. The educator shall have thirty (30) days from the receipt of the decision and recommendation to appeal the sub-committee's decision to the SBE. Should the educator not file an appeal to the SBE within the above-referenced thirty (30) day time period, the decision of the sub-committee shall become non-appealable.



## *Addendum*

*The following evaluation forms are for the candidate's specialized area of content and will be used 1 or 2 times during the senior internship in addition to the regular evaluation component.*

## Student Internship NAEYC Early Childhood Evaluation

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>NAEYC Standard 1:</b> This candidate uses his or her understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.				
<b>NAEYC Standard 2:</b> This candidate knows about, understands, and values the importance and complex characteristics of children's families and communities. He or she uses this understanding to create respectful, reciprocal relationships that support and empower families, and involves all families in their children's development and learning.				
<b>NAEYC Standard 3:</b> This candidate knows about and understands the goals, benefits, and uses of assessment. He or she knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.				

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>NAECY Standard 4:</b> This candidate integrates his or her understanding of and relationships with children and families; his/her understanding of developmentally effective approaches to teaching and learning; and his/her knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.				
<b>NAECY Standard 5:</b> The candidate identifies and conducts his/herself as a member of the early childhood profession. He/she knows and uses ethical guidelines and other professional standards related to early childhood practice. He/she is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources. He/she is informed advocates for sound educational practices and policies.				

**Additional Comments/Concerns/Recommendations:**

## Student Internship Secondary Math Evaluation – NCTM Standards

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>Content presented was mathematically correct.</b>  NCTM: 9,10, 11, 12, 13, 14,15 depending on the lesson being taught				
<b>Strategies and/or manipulatives used were appropriate for the content.</b>  NCTM: 3,4				
<b>Technology was used appropriately as a tool to enhance the conceptual understanding.</b>  NCTM: 6				
<b>Candidate/intern answered student questions with confidence that demonstrates he/she knows the mathematics to respond accurately and appropriately.</b>  NCTM: 7,8				

**Additional Comments/Concerns/Recommendations:**

## Student Internship Secondary Social Studies Evaluation – NCSS Standards

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>This candidate presented content that was factually correct and consistent with professionally acceptable methodology.</b>  NCSS: 1.1 – 1.10				
<b>The candidate used strategies that were appropriate for the content, and communicated both factual accuracy and meaning.</b>  NCSS: 3.1, 3.2				
<b>The candidate utilized technology appropriately as a tool to enhance the conceptual understanding.</b>  NCSS: 3.1, 3.2				
<b>The candidate/intern answered student questions with confidence that demonstrates he/she knows the Social Studies content to respond accurately and appropriately.</b>  NCSS: 1.1 – 1.10, 3.1				

**Additional Comments/Concerns/Recommendations:**

## Student Internship Secondary English/Language Arts Evaluation – NCTE Standards

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>This candidate presented content that was factually correct and consistent with professionally acceptable methodology.</b>  NCTE: 3.0 and 4.0 and subsequent sub-standards depending on content taught				
<b>The candidate used strategies that were appropriate for the content.</b>  NCTE 2.0 and 3.0 and subsequent sub-standards depending on lesson taught.				
<b>The candidate utilized technology appropriately as a tool to enhance the conceptual understanding.</b>  NCTE: 4.1				
<b>The candidate/intern answers student questions with confidence that demonstrates he/she knows the content to respond accurately and appropriately.</b>  NCTE: 3.0 and subsequent sub-standards depending on lesson taught.				

**Additional Comments/Concerns/Recommendations:**

## Student Internship Secondary Spanish Evaluation – ACTFL Standards

<b>Criteria</b>	<b>Target/3</b> Performing at the level of an independent beginning teacher	<b>Acceptable/2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable/1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>Candidate exhibits a satisfactory level of proficiency in the target language.</b>  ACTFL Standard 1				
<b>Candidate demonstrates that he/she understands the connections among the perspectives of a culture and its practices and products. He/she integrates the cultural framework for foreign language standards into instructional practices.</b>  ACTFL Standard 2				
<b>Candidate demonstrates an understanding of language acquisition and creates a supportive classroom learning environment that includes target language input and opportunities for meaningful interaction.</b>  ACTFL Standard 3.a				
<b>Candidate utilizes a variety of instructional practices that reflect language outcomes and addresses the needs of diverse language learners.</b>  ACTFL Standard 3.b				
<b>Candidate uses standards and curricular goals to evaluate, select, adapt, and design instructional materials.</b>  ACTFL Standard 4.c				

**Student Internship Secondary Spanish Evaluation –  
ACTFL Standards continued...**

<b>Criteria</b>	<b>Target - 3</b> Performing at the level of an independent beginning teacher	<b>Acceptable - 2</b> Intern needs only modest assistance from mentor teacher	<b>Unacceptable - 1</b> Intern requires growth and practice in this area; Needs more than modest assistance.	<b>Evidence</b>
<b>Candidate practices ongoing assessment and reflects on results to adjust instruction accordingly. He/she reports results to all stakeholders and provides opportunity for discussion.</b>  ACTFL Standard 5 a.b.c.				
<b>Candidate engages in professional development opportunities that strengthen his/her own linguistic and cultural competence and promotes reflection on practice.</b>  ACTFL Standard 6.a				
<b>Candidate knows the value of foreign language learning to the overall success of all students and understands that he/she will need to become an advocate with students, colleagues, and members of the community to promote the field.</b>  ACTFL Standard 6.b				

**Additional Comments/Concerns/Recommendations:**